DOCUMENT RESUME

ED 228 718 EA 015 567

AUTHOR Levin, Benjamin
TITLE Evaluation of the First Year of the Integrated Model at Westwood Elementary School.
INSTITUTION Peel Board of Education, Mississauga (Ontario).
PUB DATE Jan 83
NOTE 57p.; For a related document, see EA 015 568.
AVAILABLE FROM Publications, Research Unit, Peel Board of Education, 73 King Street West, Mississauga, Ontario, L5B 1H5, Canada (Report No. 0183; $3.00).
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; *Academic Education; Career Planning; Extracurricular Activities; Foreign Countries; High School Students; Individualized Education Programs; *Integrated Curriculum; Models; Parent Attitudes; Participant Satisfaction; *Program Evaluation; Secondary Education; *Social Integration; Special Education; Student Placement; Teacher Attitudes; *Vocational Education
IDENTIFIERS *Ontario (Peel County)

ABSTRACT

The integrated model at Westwood Secondary School (Ontario) involves the combination in a single school of vocational programs and regular secondary school programs. The model was implemented in fall 1981 with the entry of vocational students in grades 9 and 10 and will be phased in until all 4 years of vocational programming are offered. Data for the evaluation, collected in spring 1982, include surveys of parents and teaching and support staff; interviews with department heads and groups of students; and reviews of school records in such areas as course offerings, extracurricular participation, course integration, timetable individualization, career orientation opportunities, attendance and attrition rates, and final grades. Five questions form the basis both for the evaluation design and for the structure of this report. They concern how the model has affected: (1) the degree of student integration, both academically and socially; (2) the individualization of programs; (3) the number of course offerings; (4) career orientation; and (5) the satisfaction of students, staff, and parents with the program. (MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED228718

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Benjamin Levin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A REPORT OF THE

RESEARCH UNIT

PEEL BOARD OF EDUCATION

"EVALUATION OF THE FIRST
YEAR OF THE INTEGRATED
MODEL AT WESTWOOD SECONDARY
SCHOOL"

January, 1983 0183

Benjamin Levin, PH.D
Chief Research Officer

October 6th, 1982

EVALUATION OF THE INTEGRATED MODEL
WESTWOOD SECONDARY MODEL

Prepared by Benjamin Levin
Chief Research Officer

TABLE OF CONTENTS

		Page
PART I		
	INTRODUCTION	
	Purpose of the Evaluation	1
	Background - The Integrated Model	1
	Conduct of the Evaluation	2
	The Five Evaluation Questions	3
	Limitations of the Study	3
PART II		
	RESULTS	
	Evidence on the Five Evaluation Questions	4
	1. Integration	4
	Summary	16
	2. Individualization	17
	Summary	19
	3. Course Offerings	20
	Summary	24
	4. Career Orientation	25
	Summary	26
	5. Satisfaction	27
	Summary	42
	Summary of Major Findings	43
PART III		
	Conclusions	44
Part IV		
	Data Collection Procedures	47

PART 1 - INTRODUCTION

Purpose Of The Evaluation

This evaluation is intended to serve a dual purpose. On the one hand, it will provide the Board and senior administrators in Peel with evidence about the successes and weaknesses of the integrated model at Westwood at the end of its first year, including appropriate recommendations for change. At the same time, an evaluation system will have been put in place which will provide the staff and administration of the school with information which they can use to make desired changes at the school level. To ensure the ongoing usefulness of the evaluation, the process has been designed so that part or all of it can be replicated by the school in later years to provide continued monitoring of the status of the model.

Background - The Integrated Model

The integrated model at Westwood Secondary School was approved by the Board, upon recommendation of the Program Committee, on November 25, 1980. The Westwood program changes were a part of a more general report and series of recommendations concerning accommodation of vocational students in Peel. The report took the position that integrated vocational/secondary schools needed to be explored as an option in Peel, and that the Westwood program was to be seen as a first effort of this kind. It was also recommended that a feasibility study be undertaken regarding a second integrated school in the south-east portion of the region.

The report contained a general discussion of program and staffing for the integrated model at Westwood. It was noted that the basic goals and philosophy of vocational education would be the same at Westwood as elsewhere in Peel. The need to integrate vocational students "as much as possible into the daily routine and operation of the school" was mentioned. As well, it was considered that the range of courses available in an integrated setting would be "appreciably more extensive than in a vocational school" of comparable enrolment (300-400 students).

The integrated model at Westwood calls for the combination of programs for vocational students in years 1 to 4 with students taking other secondary programs (years 4 and 5). The program is being phased in at Westwood. In 1981-82 there were about 150 vocational students in grade 9, out of a total of 550 grade 9's (27%), and about 60 grade 10 vocational students, out of a total of 410 grade 10's (15%). In following years the program for vocational students will be extended through grades 11 and 12 (years 3 and 4), so that by 1983-84 there will be vocational students at all grades.

The implementation of the integrated model has been coincidental with the Malton Plan. As part of the overall Malton Plan, level 5, grade 13 courses are being shifted to Morning Star Secondary School, so that in 1982-83 Westwood will no longer offer the SSHGD. It is intended that level 5 courses will be offered in grades 9 to 12, but the extent of such offerings will depend on student demand, and the shifts which may occur due to the move of grade 13 are not yet known. In any case, by 1983-84 it is expected that about 30% of the total school enrolment will be special education students. It is therefore difficult to separate the impact of the integrated model from that of the Malton Plan.

The integrated model is intended to allow all students to take courses at the appropriate levels. Thus vocational students should be able to take level 4 courses in some cases, and some level 4 students might also take one or more level 3 courses. Further, the integrated model is intended to encourage mixing of students across levels, so that rigid distinctions are not made between vocational students and other students.

It should be emphasized that the model is not yet in full operation. In 1981-82 only grade 9 and 10 vocational students were in the school, and there were still grade 13 students at Westwood. As a number of people noted in survey and interview responses, the full impact of the integrated model will not be known for several more years, until the full special education component is in place.

Conduct Of The Evaluation

The evaluation was planned and supervised by a committee consisting of T. Costigan (Principal of Westwood), N. Volpe (Superintendent of Special Units), C. Lethbridge (then Superintendent of of the Westwood family of schools), J. Elting (then Special Education Department Head at Westwood) and B. Levin (Chief Research Officer). B. Levin was responsible for formulating the research design and carrying out all the data-gathering activities once the design had been reviewed and approved by the Committee.

Planning of the evaluation took place during January, February, and March of 1982. An initial proposal was widely circulated within the Board, and responses from regional and family superintendents, teacher federations, appropriate central office staff, and Westwood staff members were requested. Based on the responses to this initial proposal a more detailed evaluation design was developed and approved by the committee. This design, including copies of the various survey and other instruments, was approved by Management Council in April, 1982.

Data gathering began immediately after this approval. With the exception of telephone interviews with parents, all data collection was completed by the end of the school year. The parent interviews were conducted in July, 1982.

A preliminary report was then prepared, and circulated to the members of the Evaluation Planning Committee for comment. Several of the suggestions for changes were incorporated into the final version of this report.

The Five Evaluation Questions

The original proposal to establish the integrated model at Westwood was part of a larger set of recommendations for vocational programming in Peel. This document did not enunciate any specific goals or objectives for the Westwood program in particular. The Evaluation Planning Committee, however, listed five "questions" which it felt were of critical importance in judging the success of the model at Westwood. These five questions were included in the draft evaluation proposal which was widely circulated. They form the basis both for the evaluation design and for the structure of this report. The questions were:

1. To what extent are the vocational and regular program students integrated, both academically and socially?

2. Is there an individualized program for each student in the school?

3. Is there an adequate range of course offerings for both vocational and other students?

4. Has the integrated program resulted in more career orientation and training opportunities for Westwood students?

5. How satisfied are students, staff, and parents with Westwood program?

To answer these questions a variety of kinds of data were collected. These included the opinions of students, staff (both teaching and nonteaching) and parents. They also included evidence drawn from school records such as student timetables and attendance records. Where appropriate and possible, comparisons were made with other Peel schools. A full description of the data and the way in which they were collected can be found in Part IV of this report.

Limitations Of The Study

Like all evaluations, this study has its limitations. Foremost among these is the fact that the program at Westwood was in its first year of operation when the evaluation was conducted. It is to be expected that a program at this early stage will show higher rates of concern, uncertainty, and possibly dissatisfaction than will the same program after several years of operation. Thus some negative effects may be anticipated due as much to the fact that a change has been made as to the specific nature of the change.

Secondly, data collection had to be based on what was feasible given the time and resource constraints. Had the evaluation been part of the original planning of the integrated model, data collection could have been built in from the beginning, and a wider range of outcomes might have been evaluated.

Nonetheless, even with these limitations, the results presented in this report constitute a valid and reliable assessment of the integrated model in its first year of operation at Westwood.

PART II - PRESENTATION OF RESULTS

In this section evidence on the five evaluation questions is presented. For each question, evidence from the various pieces of data is described and interpreted. All the evidence on each question is then briefly summarized. Conclusions are drawn in Part III of the report.

Question 1 - To what extent are the special education and regular program students integrate, both academically and socially?

Relevant Data

Information on this question comes from: the survey of teaching staff; survey of non-teaching staff; interviews with department heads; survey of students: group discussions with students; extracurricular participation lists; reviews of student course selections.

COURSE INTEGRATION

In order to determine the actual level of integration of vocational and other students, the course enrolment patterns of students were examined. The courses being taken by all vocational students, and by a random sample of about 90 other students in each of grades 9 and 10 were reviewed.

Out-of-level Courses

Just under half (45%) of grade 9 vocational students are taking at least one level 4 course (excluding physical education). These courses are in academic, technical, and business areas. The most common out-of-level courses are mathematics (26 students, or 18%); drafting (16%), science (15%), and general technical (11%), but almost all level 4 courses have at least two or three vocational students enrolled. Four students from the group (3%) are taking English 141. Fifteen students (11%) are taking two or more major subjects (English, mathematics, science, history) at level 4. Five vocational students (4%) are taking no more than one level 3 course.

Of grade 10 vocational students, 74% are taking at least one level 4 course. The most common choices are geography (12 students, or 23%), mathematics (23%), science (19%), and history (17%). Seven students (13%) are taking English 241. One quarter of the grade 10 vocational students are taking two or more English, mathematics, science, history, or geography at level 4. Three students (6%) are taking no more than one level 3 course. Preliminary course selections for the 1982-83 school year indicate that 35% of the grade 10 vocational group and 40% of the grade 11 vocational students will be taking some portion of their program in level 4.

Of the regular program students, a number are enrolled in level 3 courses. About 10% of those sampled in each grade are taking English, mathematics, or both, at level 3. A few students in each grade (2%) are taking all major subjects at level 3.

Mixed Courses

A number of courses at Westwood are open to students from both streams. These include physical education (although this will change in 1982-83), art, economics, dramatic arts, and a technical package course. These courses contain a mix of students from across levels.

The picture which emerges from these data is one of considerable program integration. Large numbers of students are enrolled in some out of level courses, and a few students are taking a major part of their program at the "other" level.

Academic Achievement

In order to assess the success of course integration the academic achievement of vocational students taking level 4 courses was compared with overall achievement in those courses and in level 3 courses. Results are shown in Table 1.

TABLE 1

ACADEMIC ACHIEVEMENT OF VOCATIONAL STUDENTS TAKING OUT-OF-LEVEL COURSES

Subject		No. of Students	Dropped Course	% Failing	Average Grade
Grade 9 English	- Vocational Taking 141	6	0	33%	56.9
	- All 141 Students	125		8%	64.6
Grade 9 Math	- Vocational Taking 141	26	4	13%	56.7
	- All 141 Students	162		20%	60.3
Grade 9 Science	- Vocational Taking 141	19	2	13%	56.8
	- All 141 Students	155		12%	61.3
Grade 10 English	- Vocational Taking 241	7	2	20%	59.6
	- All 241 Students	154		10%	61.4
Grade 10 Math	- Vocational Taking 241	12	3	33%	52.0
	- All 241 Students	201		13%	60.8
Grade 10 Science	- Vocational Taking 241	8	1	50%	46.6
	- All 241 Students	162		19%	59.9

These data generally present a very positive picture. Certainly the average achievement of vocational students taking out-of-level courses is lower than the achievement of students taking in-level courses at either level 3 or level 4. As well, the failure rates for out-of-level courses are substantially higher than those for in-level courses in most cases.

However, there are also grounds for considerable optimism. The average achievement of vocational students in out-of-level courses is in several subjects quite close to that of the entire group of level 4 students.

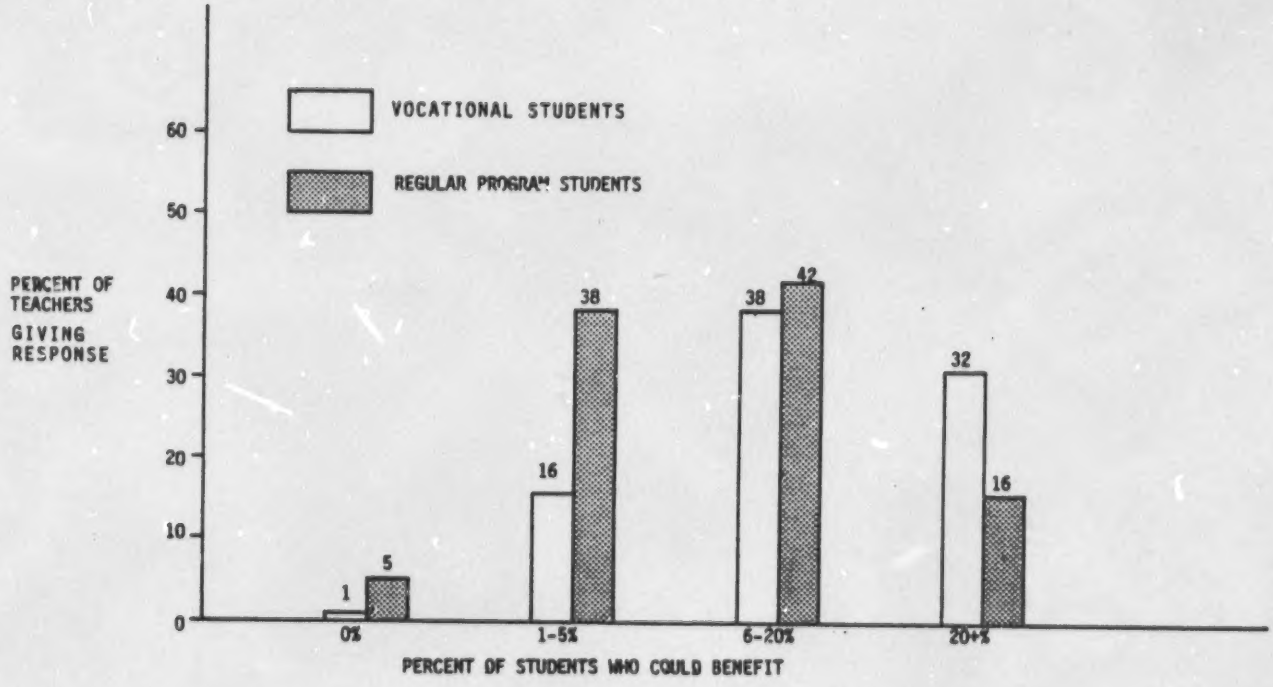
Finally, the achievement of out-of-level students must be placed in the context of the presumed ability of vocational students. Twenty-six grade 9 vocational students (18% of the entire group), and eight grade 10's (16% of that group) obtained credits at level 4 in 1981-82. It is clear that there are substantial numbers of vocational students at Westwood who are successfully completing some level 4 courses.

STAFF SURVEY, TEACHERS, AND DEPARTMENT HEAD INTERVIEWS

Staff members were asked to comment on the proportion of students in each program who could potentially benefit from out-of-level courses. Results are shown in Figure 1.

FIGURE 1

STAFF SURVEY - PERCENT OF STUDENTS WHO COULD BENEFIT FROM OUT-OF-LEVEL COURSES



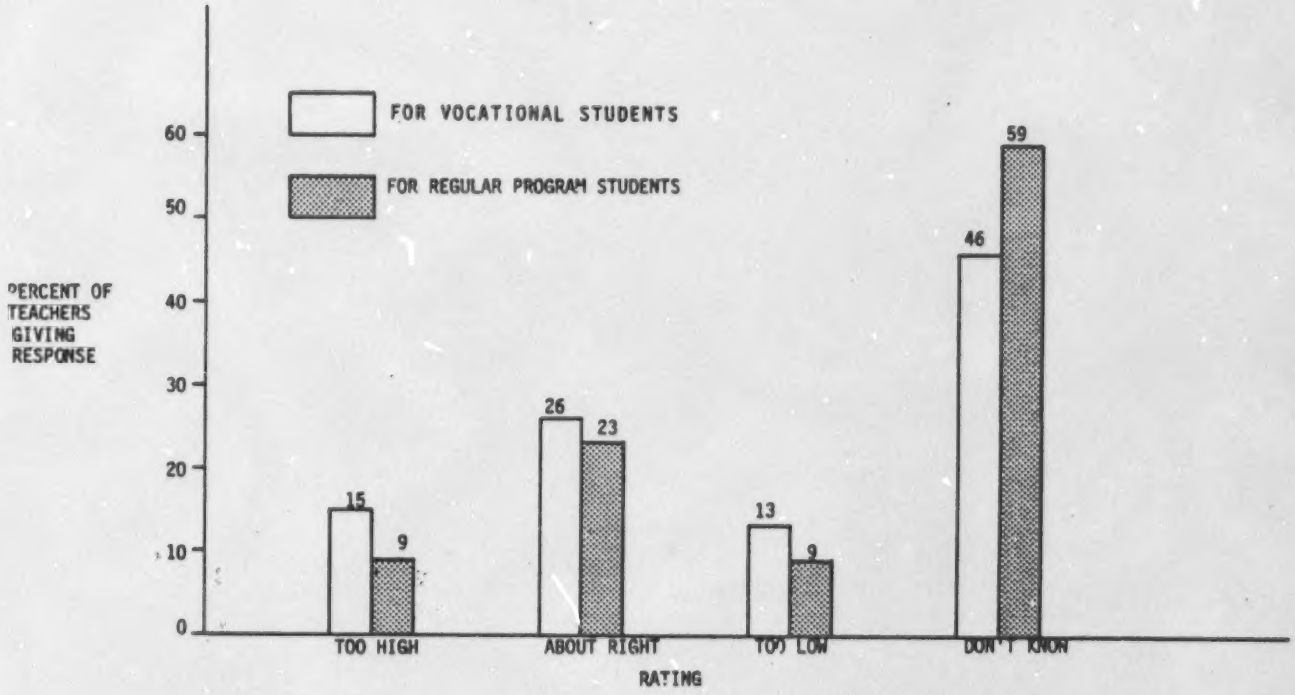
These figures indicate that staff members believe that a substantial proportion of vocational students - perhaps 20% or more - could benefit from at least some level 4 courses, but that fewer regular program students could benefit from level 3 courses.

Teachers were also asked whether the proportion of students currently taking out-of-level courses was appropriate, too high, or too low.

The results are shown in Figure 2.

FIGURE 2

STAFF SURVEY - PROPORTION OF STUDENTS TAKING OUT-OF-LEVEL COURSES



Teachers were also asked whether course integration was actively encouraged by staff members. About half felt that such integration was "actively encouraged", while half felt it was "tolerated" by staff. Four teachers thought that integration was generally discouraged by the staff. Again, teachers who were more positive about the program as a whole saw integration as being encouraged.

Whether teachers taught vocational classes, or had a special education qualification, or were at Westwood in 1980-81 did not affect their responses to this question. However, non-classroom teachers saw integration as more highly encouraged.

Staff comments on the survey forms on this issue closely resembled the divergence of opinion reported above. Some expressed concerns about the screening process for out-of-level courses, while others felt that these students were very well monitored. Some felt that there were considerable problems with program integration, while others saw it as being a substantial benefit.

The same diversity of opinion was shown in the comments on the question of the general attitude of staff to integration of vocational and other students. Comments ranged from "strong staff support is obvious" to "not actively encouraged but not opposed" or "mixing of levels in class lowers teaching standards".

These results indicate a wide variation in teachers' knowledge of and support for academic integration.

Most (11 of 16) department heads said in the interviews that integration of students has worked well and will continue. However, this opinion was qualified. Three heads felt that integration was simply not workable in their particular subject. Most heads (11) felt that only some courses would be suitable for integration, while many would remain fully streamed.

Two-thirds of the school staff described extra-curricular integration as "sufficient", while one-third felt it was "too little". Relations generally between vocational and regular students were reported as "excellent" by 16%, as "good" by 46%, and as "fair" by 35%. Teachers who saw the model as more successful and teachers who taught fewer level 3 courses were more positive in their responses.

Comments on relations between vocational and regular students also reflected a variety of views:

"The students accept one another well - there are few problems"
"I haven't witnessed a single case of friction or antagonism"
"Some senior students tend to believe school tone related problems are caused by special ed. students, but generally Westwood students have not and do not label each other..."
"Very little mixing"
"It will get much worse! Wait and see."

During the interviews department heads were unanimous in saying that they were unaware of any problems between vocational and other students.

STAFF SURVEY, NON-TEACHERS

A number of questions asked for the opinions of non-teaching staff (e.g. custodians, secretaries) in the area of integration.

"Students at this school get along well together"
True - 57% False - 36% No opinion - 7%

"There are many cliques of students in the school"
True - 64% False - 36%

Students of different backgrounds get along well together"
True - 50% False - 29% No opinion - 21%

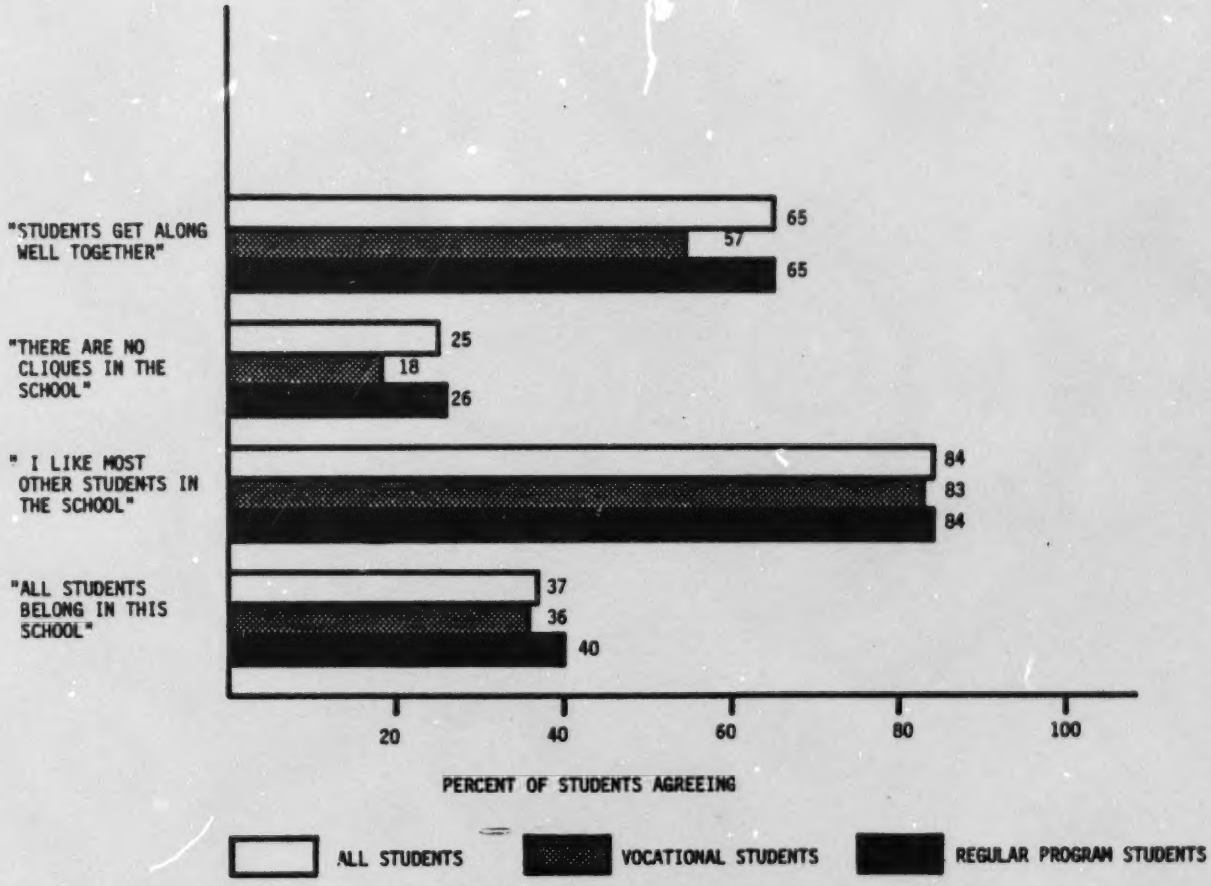
These results indicate that between 9 and 11 of the 14 respondents in the group do not see problems in the area of student relations.

STUDENT SURVEY AND GROUP DISCUSSIONS

The student survey did not address program integration. It did, however, contain a number of questions about general integration, the results of which are reported in Figure 3.

FIGURE 3

STUDENT SURVEY - QUESTIONS ON INTEGRATION



These results indicate that students perceive clear groups or cliques in the school population, but that these divisions are not seen as a problem.

Student comments about issues of integration during the group discussions were conflicting. In terms of course choice some students said they had been discouraged from taking out-of-level courses, while others said they had been encouraged. Student responses indicate that it was easier to switch "up" a level than "down" a level.

The interview results supported the questionnaire data in the area of overall student relations. There are definite groups and divisions in the student body, but these are not related to program status (e.g. special education or regular). Moreover, the consensus was that these divisions do not constitute a "problem", but are a normal part of school life.

SOME EXAMPLES

The potential of the integrated model can best be illustrated by looking at the cases of some actual students. These cases are not intended to be representative; rather, they are specifically selected to illustrate the ways in which the integrated model has been able to accommodate diverse student needs and situations.

Case #1
A grade 9 female student came to Westwood with a recommendation from her senior school for a vocational program. The student wanted to take level 4 courses, and was able to get her mother to support this wish. She enrolled in 6 level 4 courses, one level 0 course, and one level 3 course. Academic standing at year end: 8 credits (6 at level 4, 2 at level 3); 75 average.

Case #2
A grade 10 male student, identified for special education, enrolled in 6 level 4 courses, a level 5 art, and level 3 English. Due to problems with this program, the student has since been moved to level 3 courses. Academic standing at year end: 7 credits (4 at level 4, 3 at level 3); 1 failure (level 4); 64 average.

Case #3
A grade 9 girl in special education, weak in language, average in mathematics, and superior in art and in athletics. Taking three level 3 courses, including English, four level 4 courses, and Art 151. Next year will be taking all level 4 courses. Academic standing at year end: 8 credits (4 at level 4, 4 at level 3); 64 average.

Case #4
A grade 9 male, regular program student. Newly arrived from Italy, he was enrolled in two level 3 courses (including English), ESL, Italian level 5, a remedial English course, and a level 0 course. Next year he will be taking mainly level 4. Academic standing at year end: 4 credits (2 "No-reports"); 65 average.

Case #5
A grade 10 male, regular program student, who is a new immigrant. He began the year with two level 4 courses, four level 3 courses, and remedial English. He has since been placed in special education, and will be taking a level 3 program. Academic standing at year end: 7 credits (2 at level 4, 5 at level 3); 55 average.

Case #6
A Grade 10 vocational student began the year taking all level 4 courses. He was considered a Priority 3 vocational placement. The level 4 courses proved difficult, and the student has some behaviour problems. He has since been shifted into a level 3 program, and will remain there next year, since both his academic performance and his behaviour have improved considerably. Academic standing at year end: 6 credits (none at level 4); 79 average.

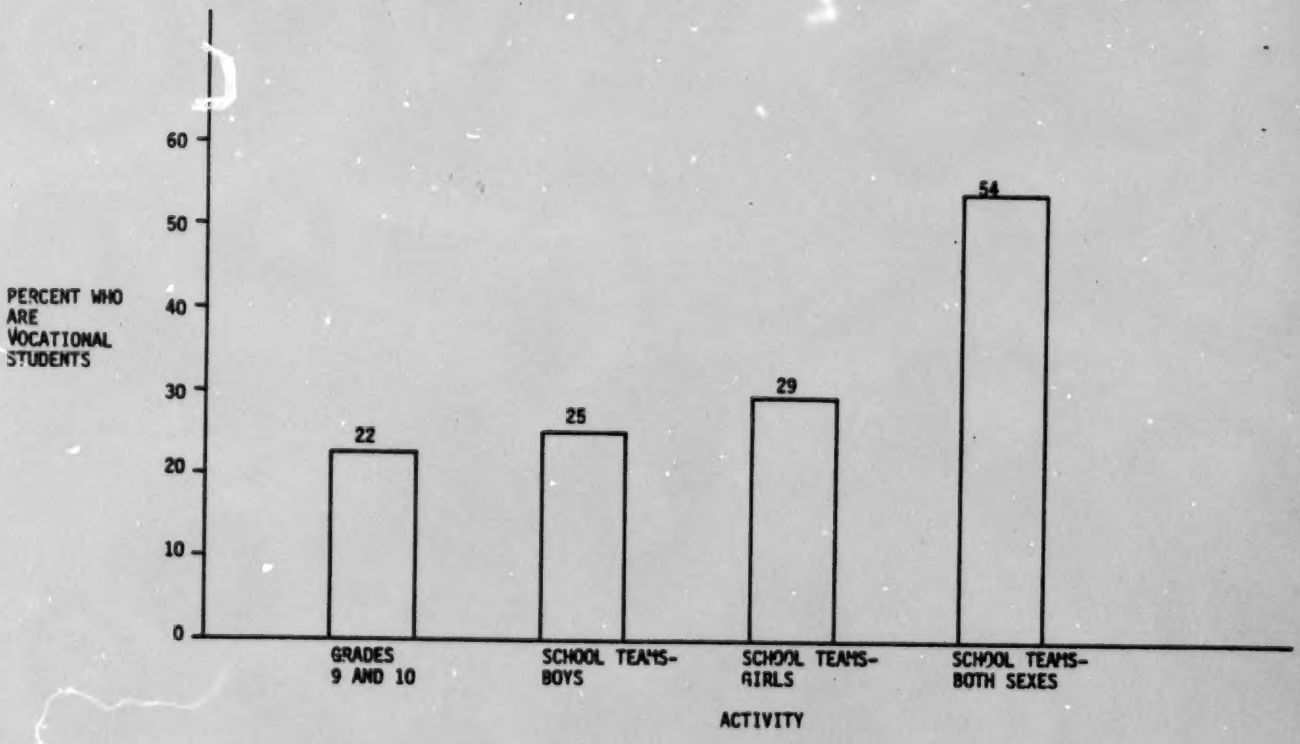
Of course not all students are in such unusual circumstances. Many students at each level take the normal set of courses for that level. But where there is a particular set of circumstances warranting a mixed program, or a change of program in either direction, the integrated model at Westwood does seem to have been able to provide it.

EXTRACURRICULAR ACTIVITIES

A further index of integration was obtained through examining participation in extracurricular activities. The rosters of school teams at the midget and junior level, which involve primarily grades 9 and 10, were examined. The proportion of vocational students on these teams is shown in Figure 4, and compared with the overall proportion of vocational students in grades 9 and 10.

FIGURE 4

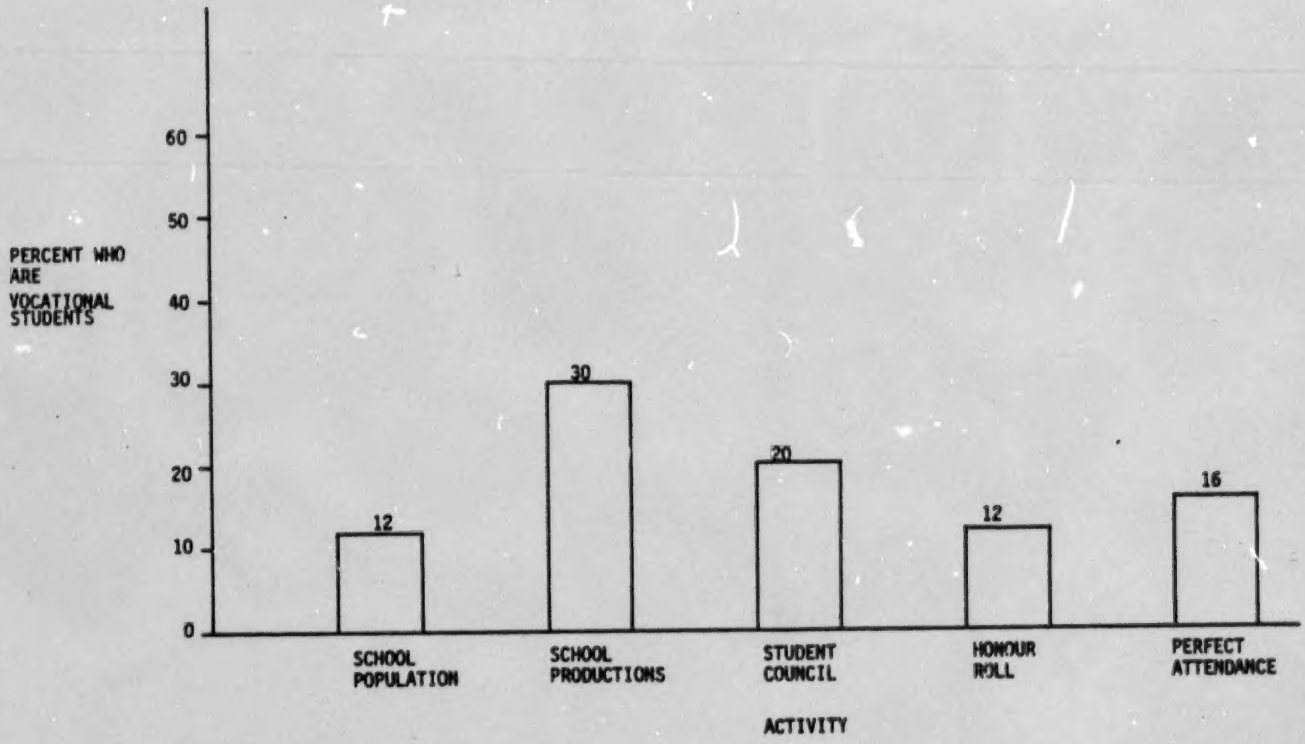
PARTICIPATION IN SCHOOL SPORTS OF VOCATIONAL STUDENTS



A number of other indices of of extracurricular activity were also reviewed, including participation in dramatic productions, student council, and perfect attendance. These activities span all grade levels. Figure 5 shows the proportion of vocational students in these activities compared with the proportion in the school as a whole.

FIGURE 5

PARTICIPATION IN SCHOOL ACTIVITIES BY VOCATIONAL STUDENTS



The involvement of special education students in these extracurricular activities is generally above their proportion in the school as a whole. On the student survey, more regular program students (46%) than vocational students (39%) said that they participate in extra-curricular activities. However, the involvement of vocational students in extra-curricular activities certainly seems to be at an appropriate level, consistent with their numbers in the school.

SUMMARY

Taken as a whole, the evidence indicates that there is a high degree of integration at Westwood, both academically and socially.

Academically, many students are taking out-of-level courses, and there is reason to believe that this proportion will at least remain steady, and may increase. Many, although by no means all, staff members have positive feelings about this aspect of the model.

Socially, there is no evidence that there are problems among students of different levels. While there are cliques in the school, these are not related to vocational or regular program status. Vocational students are fully involved in school activities.

This aspect of the program is definitely a strength at Westwood, with the qualification that staff knowledge and concerns about integration require ongoing attention.

Question 2 - Is there an individualized program for each student in the school?

Relevant Data

Information on this question comes from: survey of teaching staff; survey of students; review of student timetables and course selection patterns.

COURSE SELECTION

The individualization of program was tested by looking at variations in course selection across homeforms. A limited definition of individualization was adapted. Individualization could be said to occur if students' timetables were not consistently similar to each other. This would imply that each student was enrolled in courses on the basis of his/her abilities and interests.

Two homeforms in grade 9 and two in grade 10 were randomly selected. The timetable of most of the students in each homeform were examined. A total of 61 timetables, 25 of which were vocational, were examined

Class #1 (Grade 9) 17 timetables reviewed; 15 vocational students
- 23 different courses
- 65 different course sections
- no course enrolled more than 12 students
- no section enrolled more than 4 students

Class #2 (Grade 9) 15 timetables reviewed; 1 vocational student

- 27 different courses
- 65 different course sections
- no course enrolled more than 13 students
- no section enrolled more than 3 students

Class #3 (Grade 10) 11 timetables reviewed; 9 vocational students

- 27 different courses
- 43 different sections
- no course enrolled more than 8 students
- no section enrolled more than 5 students

Class #4 (Grade 10) 18 timetables reviewed; 0 vocational students

- 42 different courses
- 76 different sections
- no course enrolled more than 16 students
- no section enrolled more than 4 students

These data indicate a high level of timetable individualization for students at Westwood, especially when they are considered in light of the data on course integration described earlier. That is, the variation in timetables coupled with the number of out-of-level courses indicates that each students' program is individually selected.

STAFF SURVEY, TEACHERS

Teachers were asked to comment on the opportunity for students to be placed in a program suitable to their needs and abilities. Results are in Table 2.

TABLE 2

STAFF SURVEY, OPPORTUNITY FOR APPROPRIATE PROGRAM

	Excellent	Good	Adequate	Poor
For special education students	33%	32%	30%	5%
For regular students	28%	44%	20%	8%

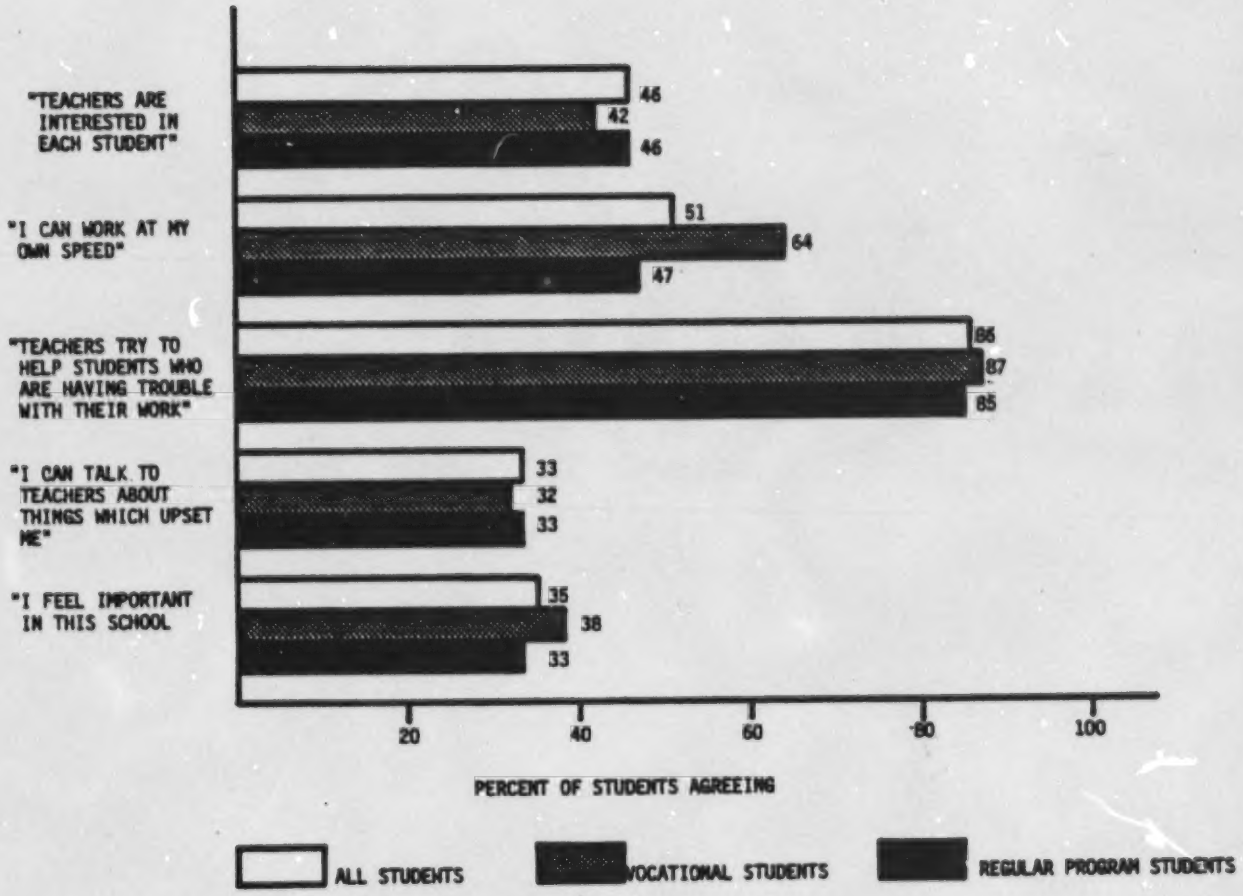
About two-thirds of the staff are positive about this issue.

STUDENT SURVEY

Five questions on the survey measured students' perceptions of the degree of individualization in the school. Results are shown in Figure 6.

FIGURE 6

STUDENT SURVEY - INDIVIDUALIZATION



The course selection patterns of students show a great degree of individualization. While most staff members are satisfied, some believe that the opportunity for individualization could be improved. Many students do not feel that they are important in the schools as individuals.

Question 3 - Is there an adequate range of course offering for both vocational and other students?

Relevant Data

Information on this question comes from: survey of teaching staff; interviews with department heads; survey of students; examination of 1982-83 course choice booklets at Westwood and at six other Peel schools.

COMPARISON OF COURSE OFFERINGS

The course outline booklets for 1982-83 of three vocational schools and three other secondary schools were compared in terms of the number of courses offered. The comparison is made difficult by the differences in course codes and organization from school to school. For example, at Westwood technical courses are organized in a different format from the other vocational schools. Nonetheless, it is possible to compare the schools in terms of the number and range of courses offered.

TABLE 3

NUMBER OF COURSES OFFERED AT PEEL SECONDARY SCHOOLS

Course Area	Course Level	SS#1	SS#2	SS#3	Westwood	Voc#1	Voc#2	Voc#3
Academic	Gr 9 levels 2,3,4,5	13	20	15	25	7	7	6
	Gr 10 levels 2,3,4,5	15	18	13	28	8	7	7
Business	Gr 9 levels 2,3,4,5	1	2	2	4	3	2	2
	Gr 10 levels 2,3,4,5	4	3	3	5	2	2	2
Technical	Gr 9 levels 2,3,4,5	1	4	5	18*	16	19	19
	Gr 10 levels 2,3,4,5	5	4	5	18*	16	17	24
	TOTAL	39	51	43	98	52	54	60

*Westwood technical course offerings supplied by school staff.

The larger number of courses at Westwood is a reflection of more levels of courses, as illustrated in Table 4 (page 29). However, all courses are potentially available to all students, so that in fact Westwood students do have more courses to choose from. In addition, the advent of level 3 technical courses has resulted in new level 4 courses in the same areas - for example, cosmetology. Westwood's actual offerings at level 3 are equivalent to those in the vocational schools.

The range of course offerings can be further illustrated by looking at selected department offerings, as shown in Table 4 and Table 5.

TABLE 4

NUNBER OF COURSES OFFERED BY SELECTED DEPARTMENTS

	SS#1	SS#2	SS#3	Westwood	Voc#1	Voc#2	Voc#3
English							
- Grade 9	101	131,141,151	141,151	101,121,131,141,151	101	101	101
- Grade 10	201	231,241,251	241,251	221,231,241,251	201	201	201
Family Studies							
- Grade 9	101	101	101	121,131,141	102(2)	-	-
- Grade 10	201(2)	201	201	221,231,241	201(2)	-	-
Science							
- Grade 9	101	131,141,151	141,151	121,131,141,151	101	101	101
- Grade 10	201	231,241,251	242(2) 251	241,251	-	201	201

Because the technical/shop element is such a major part of vocational programs, further information about these aspects of school programs is in Table 5. It should be noted again that the Westwood data is reported by school staff because of different course organization patterns

TABLE 5

TECHNICAL AREAS OFFERED

	Westwood	Voc #1	Voc #2	Voc #3
Number of technical areas	17	16	17	22

Taken as a whole, these data indicate that Westwood has a range of courses comparable to or better than those of other vocational or secondary schools. Given the dual population served by the school, this larger number of courses is no doubt necessary.

In considering this information it is important to remember that the Westwood integrated program will not be in full operation for another two years. Whether the school will be able to maintain as full a range of course offerings over the entire four years through grade 12 is not yet known. The issue is especially important in the senior grades, as this is where most optional courses are now offered in Peel schools.

STAFF SURVEY

Several questions on the staff survey addressed various aspects of program adequacy. Tables 6,7,8 and 9 shows the ratings given by teachers to these issues.

TABLE 6

STAFF SURVEY - OPINIONS OF SCHOOL FACILITIES

	Excellent	Good	Adequate	Poor
For vocational	22%	37%	20%	22%
For regular program	25%	45%	29%	1%
In own subject area	33%	38%	23%	6%

Note that at the time of this survey some of the intended renovations at Westwood had not yet been completed.

TABLE 7

STAFF SURVEY - OPINIONS OF TOTAL RANGE OF COURSE OFFERINGS

	Good	Adequate	Poor
For vocational	48%	37%	15%
For regular program	48%	46%	6%

TABLE 8

STAFF SURVEY - OPINIONS OF COURSE OFFERINGS IN OWN SUBJECT AREA

	Good	Adequate	Poor
For vocational	40%	44%	16%
For regular program	55%	35%	10%

TABLE 9

STAFF SURVEY - OPINIONS OF OPPORTUNITY FOR STUDENTS TO SPECIALIZE

	Good	Adequate	Poor
For vocational	39%	35%	25%
For regular program	38%	46%	16%
In own subject area	37%	35%	28%

Opinions about specialization in vocational programs may be affected by the absence so far of senior vocational students.

In general, teachers who responded more positively to these items were more positive about the integrated model as a whole. There were no consistent patterns in the responses in terms of teachers' experience at Westwood or exposure to vocational students, or major teaching subject.

The results indicate considerable satisfaction with facilities, and moderate satisfaction with other areas of program adequacy. There are more concerns about special education programs than about regular programs. While the overall results are encouraging, attention does need to be given to the concerns of those who feel that there are still serious problems.

INTERVIEWS WITH DEPARTMENT HEADS

Department heads generally described the range of course offerings as "adequate" or "good". A few felt that the situation was "very good". One head described offerings in the subject as "limited", and another as "poor".

These overall opinions were supplemented by several specific comments. As the program was in its first year, several heads mentioned that the necessary changes are only gradually being made. Some departments have to shift heavily away from level 5 towards level 3 and 4. The curriculum development task is seen as a major one, and one which will be continuing over the next few years.

Several heads mentioned the lack of resources for programming for level 3 students as a problem. They reported difficulty in obtaining appropriate materials and textbooks. Assistance in making the necessary changes in program - such as rewriting course outlines and in revising teaching methods for levels 2 and 3 was seen as a need.

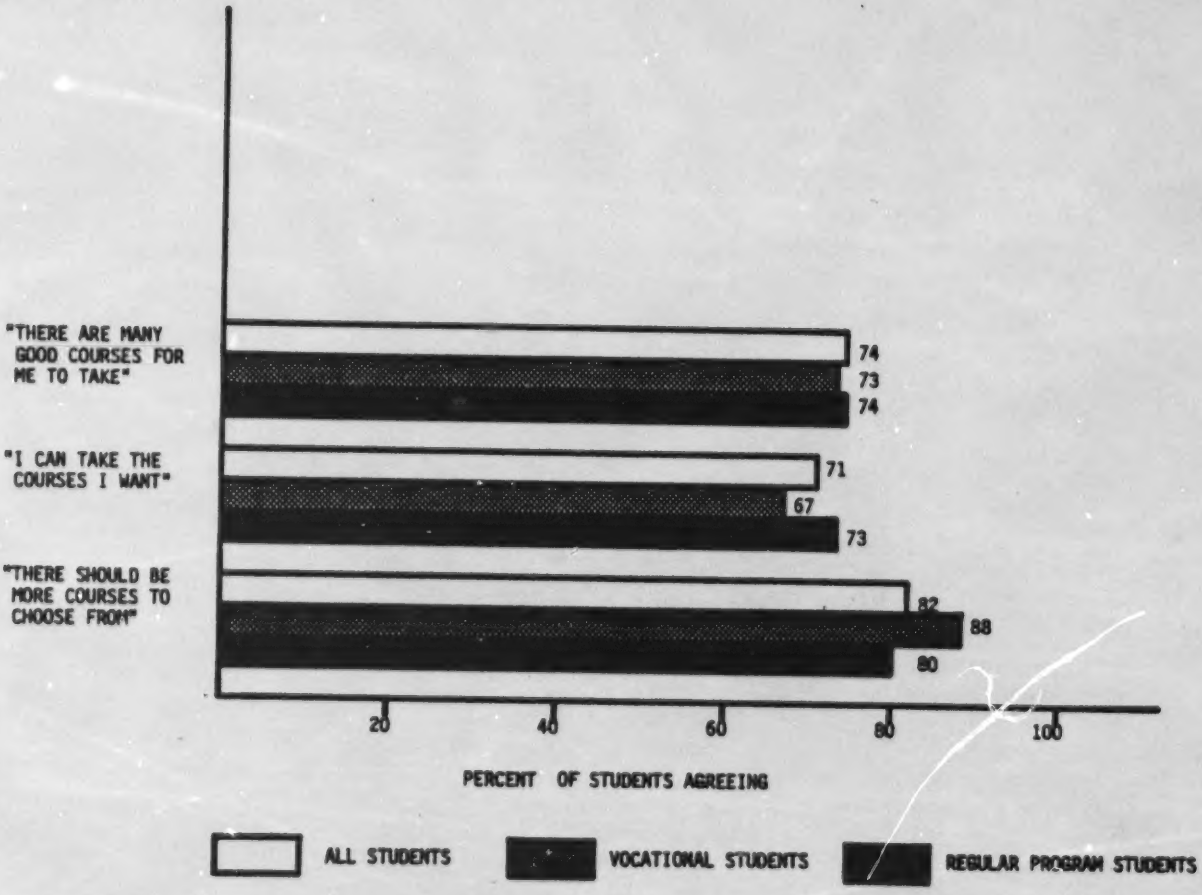
It would be a mistake, however, to assume that the above picture applies to all departments. Some departments already have level 3 programs in place while other departments face major changes in course content, teaching methods, and facilities. Thus some departments will need more support than others in adjusting.

STUDENT SURVEY AND GROUP DIVISION

Three questions on the survey asked students about the course offerings at Westwood. Results are shown in Figure 7.

FIGURE 7

STUDENT SURVEY - RANGE OF COURSE OFFERINGS



The results indicate a reasonably high level of satisfaction with current course offerings, but also an interest in having more options available. Very similar feelings were expressed in the group discussions.

Summary

In terms of the actual number of course offerings, Westwood compares favourably with other Peel schools. Students generally feel that there is a reasonable range of courses for them. However, staff members have identified the need to revise current courses of study, and to adjust teaching methods.

Question 4 - Has the integrated model resulted in more career orientation and training opportunities for Westwood students?

Relevant Data

Information on this question comes from: survey of teaching staff; interviews with department heads; survey of students; group discussions with students; data on students in career orientation activities at Westwood and at six other Peel schools.

Limitation

Career orientation and training activities in most secondary schools are multiple in nature. They range from formal courses offered by counselling departments, through programs such as co-operative education and work experience, through less formal activities such as career days, to individual students seeking information from a staff member. Thus to develop a full picture of career related programming in a school is very difficult.

Furthermore, a large proportion of such activity courses in grades 11, 12 and 13 as post-secondary choices loom larger for students. However, Westwood does not yet have vocational programs in the senior grades. Thus comparisons of numbers of students in programs such as co-op become meaningless, since these enrolments cannot be seen as part of an overall program model. The results reported for this question, then, must be seen as tentative, and subject to further review in two years, when the Westwood model is fully operational.

CAREER ORIENTATION PROGRAMS

One measure of career exposure opportunities is the number of students enrolled in programs such as co-operative education and work experience. As has been noted, most students in these programs - at least 80% - are in the senior grades. The information in Table 10 should therefore, be read with caution. A more meaningful comparison will be possible when the Westwood program includes grades 11 and 12.

TABLE 10

CAREER ORIENTATION ACTIVITIES

	SS #1	SS #2	SS #3	Westwood	Voc #1	Voc #2	Voc #3
Work Experience Placements	-	15*	15*	20#	230*	600*	560*
Co-op Education Students	-	-	23*	48*#	7*	23*	117*

* Senior Grades
\# Grade 10

STAFF SURVEY, TEACHERS, AND DEPARTMENT HEAD INTERVIEWS

Teachers were asked to rate the opportunity for students to engage in career-related activities. Results are shown in Table 11.

TABLE 11

STAFF SURVEY - OPINIONS OF OPPORTUNITY FOR CAREER ORIENTATION

	Good	Adequate	Poor
For vocational students	51%	32%	17%
For regular program student	60%	27%	13%

Positive responses to these items were more common among teachers who were at Westwood last year, who were not teaching vocational students, and who saw the overall model as more successful.

Staff comments on this issue also varied, although all were supportive at least of the importance of these programs.

> "I have been impressed by the degree of flexibility and commitment to student welfare on the part of the majority of this staff and especially administration. There is a willingness to 'bend' programs to meet kids' needs that goes far beyond anything I've witnessed in regular secondary schools"
>
> "This would seem to be one of the most important aspects of our programme, but it's poorly done."

Almost all department heads (13 of 16) felt that the career-related elements of the program are important and need to be expanded.

STUDENT SURVEY AND INTERVIEWS

One item on this survey dealt with students' perceptions of job/career orientation. Overall 58% agreed that they had a "good chance to learn about jobs and careers", while 42% disagreed. The percentage agreeing is highest in grade 9 (61%), and then declines steadily to 38% in grade 12.

There were no major differences between males and females or between special education and regular program students.

These results are somewhat difficult to explain in that much of the career related programming begins in grade 11. In the group discussions students (all in grades 9 or 10) were unanimous in supporting career-related activities, but complained that many of these activities were not available to them yet.

SUMMARY

Career orientation activities at Westwood have increased. Because most of these programs are intended for senior students, it is too early in the development of the program at Westwood to make a judgment about these activities.

Question 5 - How satisfied are students, staff, parents with the Westwood program?

Relevant Data

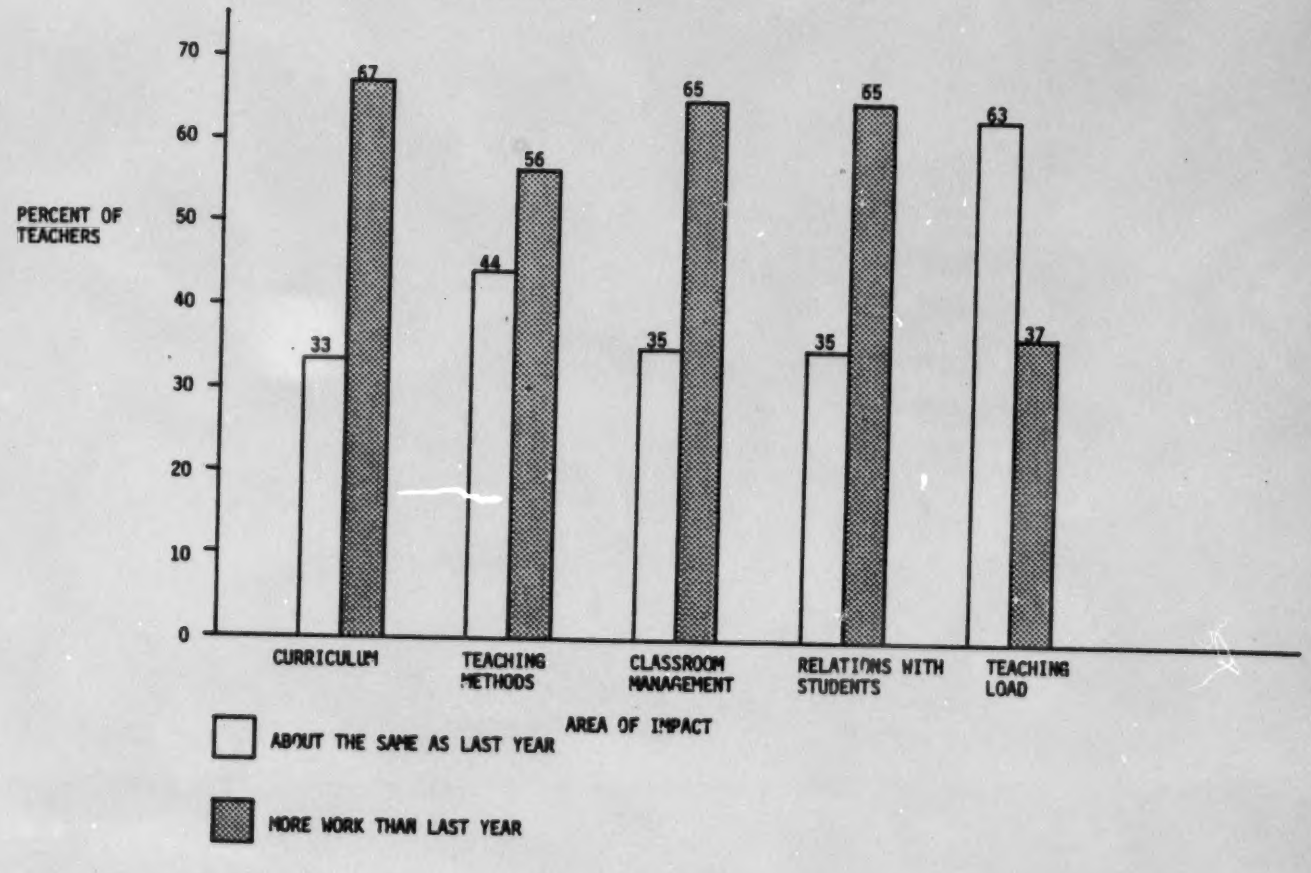
Information on this question comes from: survey of teaching staff; survey of non-teaching staff; survey of parents; survey of students; group discussions with students; interviews with department heads; review of student attendance rates at Westwood and at six other Peel schools; review of student attrition and number of suspensions at Westwood and at six other Peel schools.

STAFF SURVEY, TEACHERS

The staff survey contained a large number of questions related to various aspects of job satisfaction. Most of these were answered only by those teachers who had also been at Westwood in 1980-81 (70 out of 98). Teachers were asked how great a change in their own work the integrated model had created. Fifty-two percent (52%) described it as "a major change"; 37% as "a minor change", and 11% as "no change".

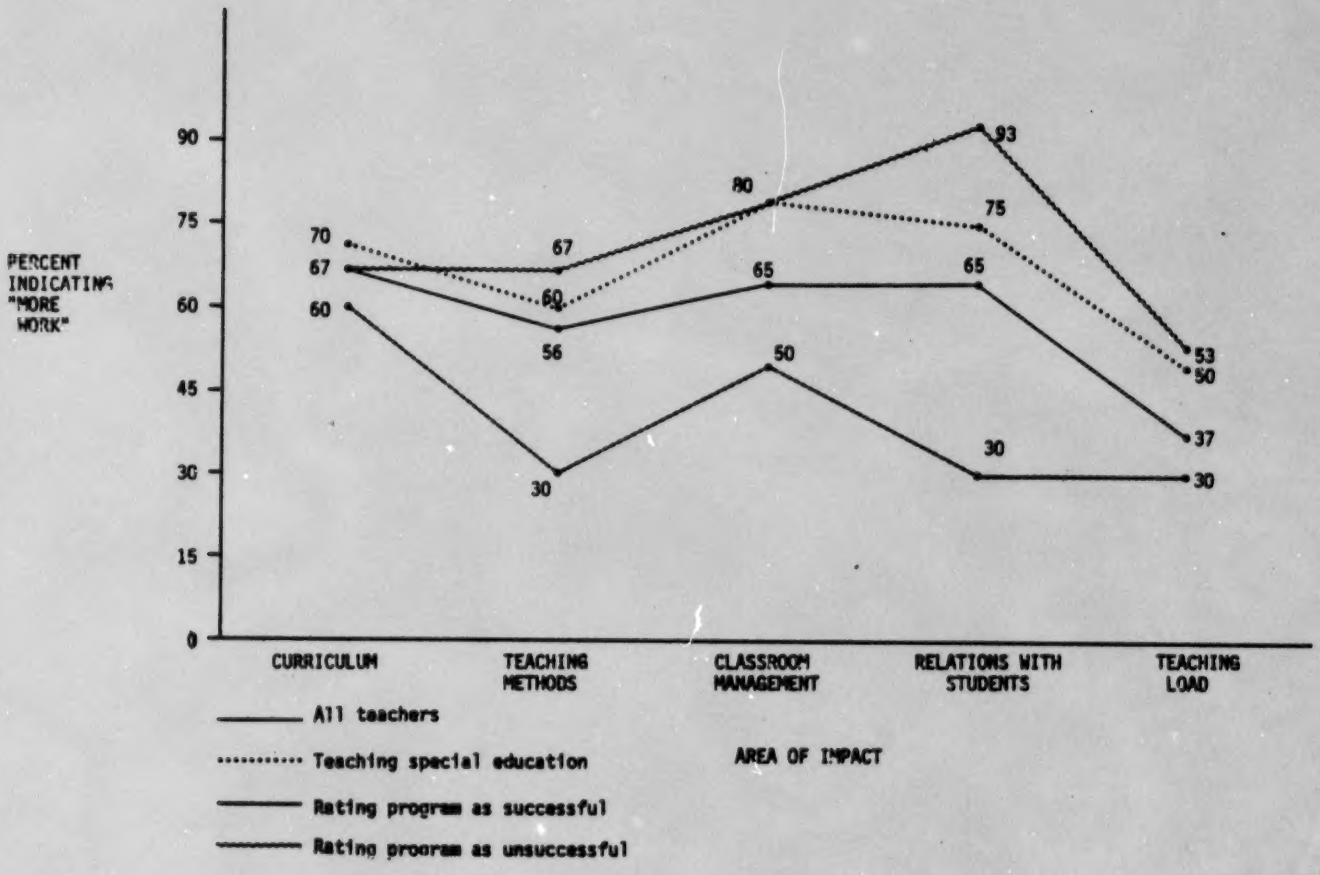
FIGURE 8

STAFF SURVEY - IMPACT OF INTEGRATION ON TEACHER WORKLOAD



Teachers were then asked to indicate the impact of the integrated model on their own workload in a number of areas. The results are shown in Figure 9.

FIGURE 9
STAFF SURVEY - IMPACT ON WORKLOAD FOR SELECTED SUBGROUPS



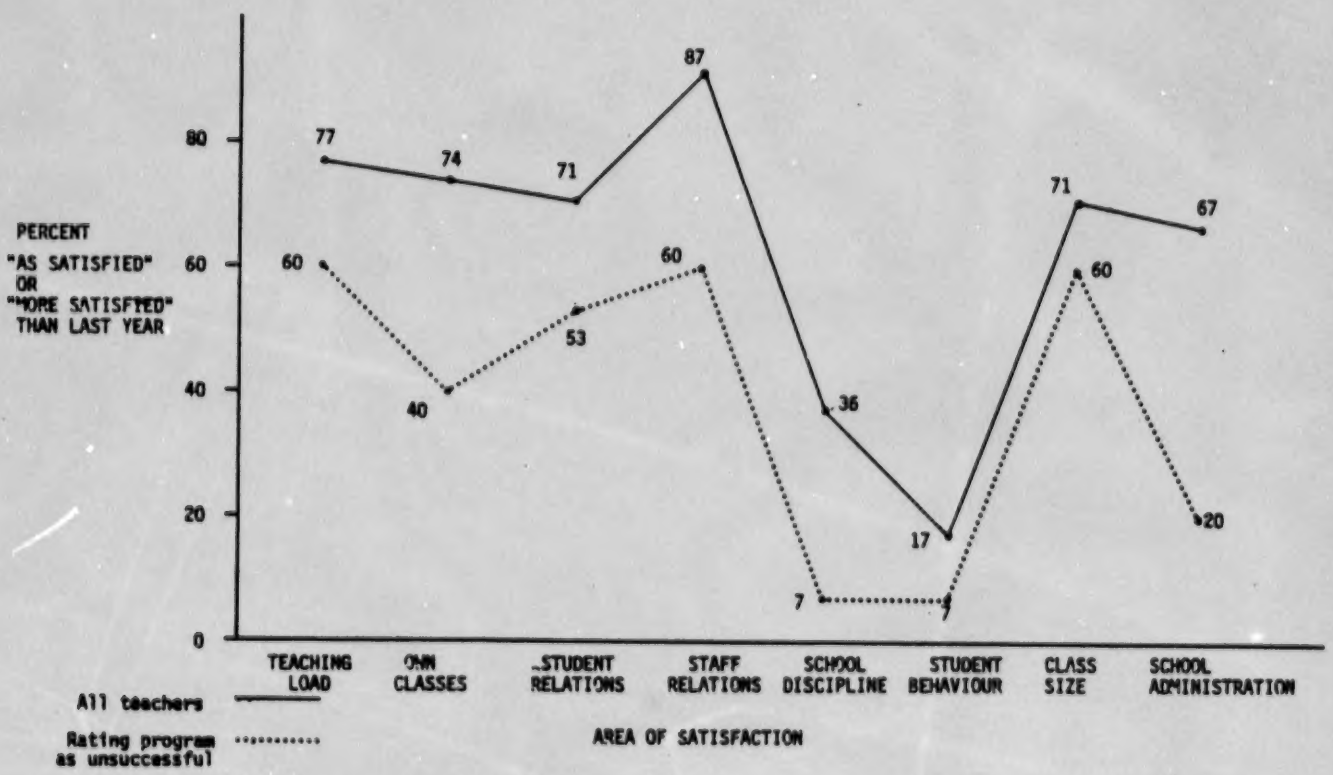
The overall pattern of responses indicates that for most teachers the integrated model has meant more work in at least some areas. This is especially so for teachers who teach special education classes and for those who see the total program as unsuccessful.

More work, however, does not necessarily mean less satisfaction. Teachers comments on the impact questions indicated a range of feelings.

"More work is not necessarily negative..."
"Many (students) seem to come with negative attitudes ....Must work hard to get anything from them"
"More work but definite better results"
"New courses, new methods, new techniques, new supplies, MORE WORK!"
"New materials, new level demanding preparation"

To assess the degree of satisfaction teachers were asked to indicate whether their satisfaction in eight areas had changed since last year. Results are shown in Figure 10.

FIGURE 10
STAFF SURVEY - SATISFACTION LEVELS



Responses were similar for teachers whether or not they were teaching special education, and whether or not they held a special education qualification. Non-classroom teachers tended to be somewhat more satisfied than other teachers.

Teachers' comments on this question centered around issues of discipline and behaviour.

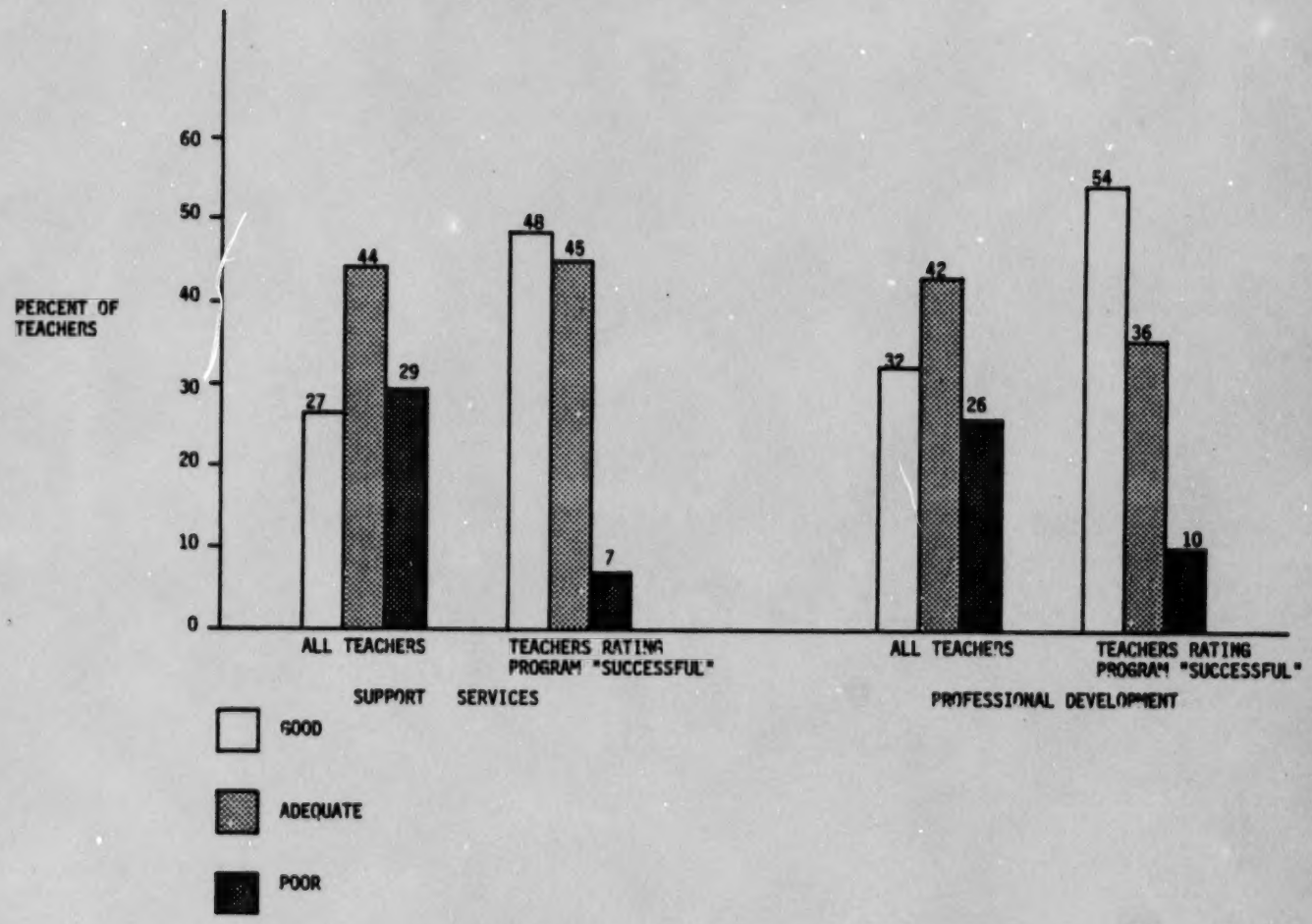
> "I have concerns about (student behaviour) in general. I do not believe for a moment that it has anything to do with the special ed. component in the school."
>
> "More discipline problems, poor student behaviour and attitude, less effort. Much more effort needed to control students and handle their problems."
>
> "To run a multi-phased school such as this, discipline has to be really tight. Discipline is virtually non-existent in this school."

The overall pattern of these results suggests that, despite a perceived increase in workload, most teachers are satisfied with most aspects of the school. However, there are serious concerns among all staff about discipline and student behaviour, and concerns among a substantial minority - about 25% - with many aspects of the program.

Teachers who were at Westwood in 1980-81 were asked about the information they received as the model was developed, and about their chance to have input into the development of the model. Eighty percent (80%) said that they had been kept well informed, some 64% described the opportunity for teachers to make their opinions known as "considerable"; 31% said "limited", and 3% felt there had been "little or no opportunity". Seven teachers commented, however, that while there was opportunity for input, no changes in plans were made as a result of their concerns. Teachers who were more positive about the model as a whole and teachers who were teaching level 3 generally felt they had more information and more input. All teachers were asked about support services and professional development opportunities related to the integrated model. Major teaching subject and type of qualification held were not related to responses in this area. Results are shown in Figure 11.

FIGURE 11

STAFF SURVEY - OPINIONS OF SUPPORTS FOR THE INTEGRATED MODEL

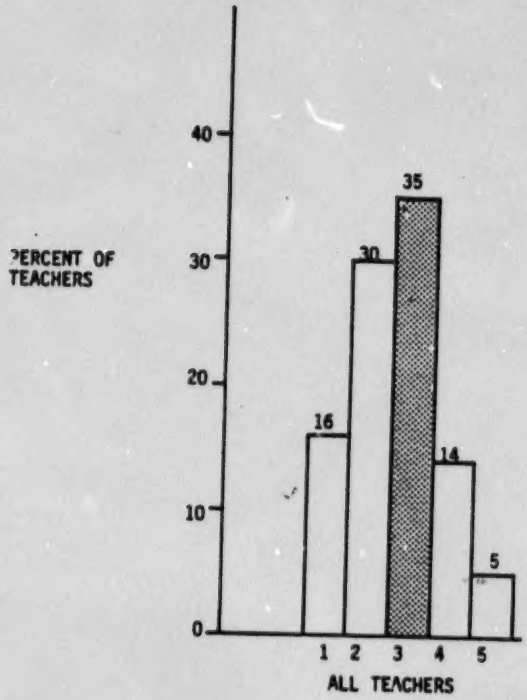


In each area, while most teachers rated the services as at least "adequate", a sizeable minority thought they were poor. Moreover, the teachers who were unhappy with support services were largely the same teachers who rated the model as a whole as unsuccessful. Other characteristics of teachers, such as major teaching subject, special education qualifications, or teaching level 3 courses, were not related to ratings of support services.

Finally, teachers were asked to rate the success of the integrated model on a scale from 1 (very successful) to 5 (not successful at all) - overall results are shown in Figure 12.

FIGURE 12

STAFF SURVEY - OVERALL SUCCESS RATING OF INTEGRATED MODEL



It can be seen that 80% of the staff had opinions ranging from neutral to positive. If one disregards the neutral responses, 43 teachers expressed positive opinions (ratings 1 or 2) and 18 expressed negative opinions (4 or 5). Those teaching special education gave ratings very similar to the staff as a whole. Teachers who were new in the school in 1981-82 were somewhat more positive (52% gave ratings of 1 or 2) than returning teachers (42% ratings 1 or 2). Teachers with at least some special education qualifications were more positive (53% ratings 1 or 2) than teachers without special education qualifications (38% ratings 1 or 2).

Forty teachers - a very high proportion - took the time to write additional comments at the end of the survey.

Teachers' comments ranged from the very positive to those which were generally positive, but with reservations, to some which were very negative. The following examples indicate some of the range.

"I'm very impressed. The students are receiving the programs they need..." "It really IS working!"

"Westwood is doing a splendid job of adapting to the new model...I am happy to be part of the experience."

"Still a number of problems to be addressed, but potential is here..."

"For the first year I think things have worked out well. There are several 'kinks' to be altered...I wouldn't want to spend my career here, but there are certainly challenges to be met for those who want them."

"I am concerned about losing quality staff...As good staff leaves high quality programs will also be lost and all the students will suffer..."

"As with any innovation there are supporters and non-supporters. To date support within has generally been 'quiet' and is manifested through people just 'getting down to work'."

"Such a development will work only if the staff attitudes are positive as they are here. We like the mix of kids we work with and respect their integrity as human beings."

"Student behaviour is very poor; violence has grown; lack of co-operation is greater. Not enough dialogue between administration and teachers."

"School is not big enough for program. Classrooms are being used all the time. No one can prepare for next class. No storage areas. Students are being cheated of education."

"We are losing virtually all advanced students. This is not an integrated model. It is a model of segregation..."

"The pity of it all is that in theory the idea was probably a good one, but the people involved had no idea how to implement it effectively and most of the teachers involved are not competent..."

Some teachers feel that it is too soon to evaluate the program since it is not yet in full operation.

"....The experience is not without its problems, but I don't see these as being inherently connected with the model itself..."

"It's too early to evaluate a system that isn't even through one cycle. At the moment a great many people are applying huge amounts of energy to MAKE it 'work'. If it is viable 5 years from now with people working at more reasonable levels that will mean something."

"It is early to be certain about the long range success of integration at Westwood."

Teachers also felt that the staff was working very hard to make the program successful.

"I'm very impressed...The staff is concerned and conscientious. It's working well."

"I feel very strongly that this 'experiment' is working - mainly because of the commitment of the administration and the vast majority of the staff..."

"The vast majority of staff are supporting and encouraging the development of a successful integrated model..."

Impact of the Malton Plan

Teachers concerns about the integrated model are tied to their feelings about the Malton Plan; for many teachers the two are inextricably connected. The chief concern, expressed by the teachers on the survey and by some department heads during the interviews, is that the intent of integration is being reduced because grade 13 and level 5 students are going to Morning Star.

"I feel that eliminating most of the level 5 courses is a weakness. I think that this year has proved that a school can function smoothly with many levels. Learning is learning; people are people."
"The loss of level 5 students is a definite weakness in the model."

"Successful so far. I favour an integrated model...Teachers need variety in their teaching assignments; students do not need further isolation from friends and community...I fear, however, that the variety of levels will be less as students transfer to a more 'academic' environment. This will be unfortunate."

"There is a special advantage in such a school for slower learners because they have good models and facilities. I think we should continue to teach levels 5 and 6 as well. Then the school would be truly integrated, and everyone, staff and students alike, would benefit."

"...The Malton Plan is worse than the integration. We could have handled an integrated school while still maintaining level 5 programming....Most staff are seriously considering whether or not they want to remain in a level 3/4 school...."

"The parents and students perceive the school as becoming solely level 3 and 4. Many of our best students are leaving simply because they believe that they are not welcome."

INTERVIEWS WITH DEPARTMENT HEADS

Heads were asked a number of questions about the impact of the integrated model on various aspects of the functioning of their departments. A summary of their comments follows.

Teachers' qualifications: Most (12 of 15) saw a substantial impact here due to the need to obtain special education credentials.

Staff turnover: Nine of 15 heads said that they had experienced or anticipated staff turnover due to integration.

Timetable: No differences from previous years were noted.

Class size: Eight of 12 heads thought class sizes were good; 4 felt some classes were too big, especially for level 3.

Administrative load: Eight of 14 heads felt there had been no increase in their administrative work.

Facilities: All department heads felt that facilities are presently adequate, or will be when construction at the school is completed.

Program development: All the heads said that the integrated model would mean more work in the area of program development.

Discipline: The heads' comments differed considerably from the results of the staff survey. Of the 15 heads who commented on this issue, 5 said discipline was now more work, while 10 said that the integrated model itself had not created additional discipline problems.

Overall workload: All heads but one saw the integrated model as increasing the workload in their department. A majority felt the increase was moderate, but 5 heads described it as "considerable" or "major".

It must be kept in mind that the integrated model is perceived to have very different impacts on some departments than on others. One head foresees major problems, others see shifts in their students and courses, and face the possibility of decline in size. Other departments can anticipate more courses and students. Thus the comments of the heads depend on the particular way in which integration affects each department.

Heads' responses to questions about the planning of the model mirrored those of the staff as a whole. Most felt that they had had sufficient input, although 4 people commented that their input did not seem to make any difference. One person described the opportunity for input as insufficient.

When asked about supports for the changes, and about professional development, the consensus was again positive. Two people described these as weak. The need for more assistance with vocational programs specifically was noted by 4 heads.

The final question to heads asked for an overall assessment of the model. Of the 16 heads interviewed, 9 were satisfied or pleased; 5 felt it was "too soon to say"; 1 described the model's first year as "so-so"; and 1 was very dissatisfied. However, all the heads recognized that at least some staff members were unhappy with the changes.

STAFF SURVEY, NON-TEACHERS

The survey of non-teaching staff probed three areas related to general satisfaction

- perception of own workload
- perception of students
- perception of the school as a whole.

Two questions asked about workload. Seventy-one percent of the respondents felt their work was harder last year than in the past. However, the same number (71%) said that they enjoyed their job as much as ever.

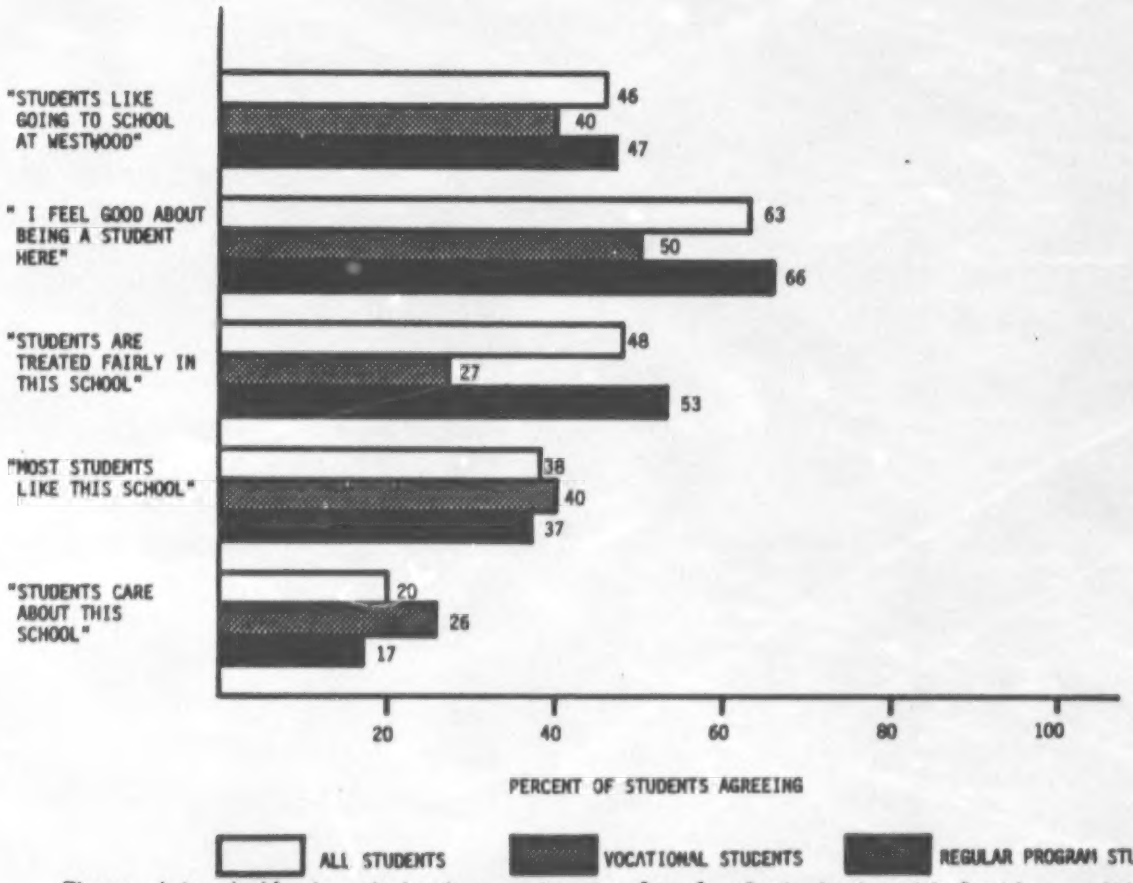
A majority of the non-teaching staff felt that students get along well together (57%), that most students are easy to get along with (78%), and that students enjoy going to Westwood (57%). However, 57% felt there were more "problem students" in the school during the past year.

General perceptions of the school were mixed. Only 29% felt staff morale at the school was high. Half agreed that the atmosphere in the school is "very positive". But 71% agreed that "the new vocational programs are a good thing for Westwood".

STUDENT SURVEY

Five items on the survey were concerned with overall student attitudes towards the school. The results are given in Figure 13.

FIGURE 13
STUDENT SURVEY - OVERALL SATISFACTION



These data indicate at best a moderate level of student satisfaction, with an increase from grade 9 to grade 10, but then a steady decrease through grade 12. In general, vocational students are less positive about the school than are other students, and especially tend to see themselves as being treated unfairly in the school.

Students' responses in the group discussions amplify the survey results. Criticisms were frequently expressed about a lack of "school spirit" and about the tighter attendance/late policy at the school. Some students mentioned lack of contact with the principal.

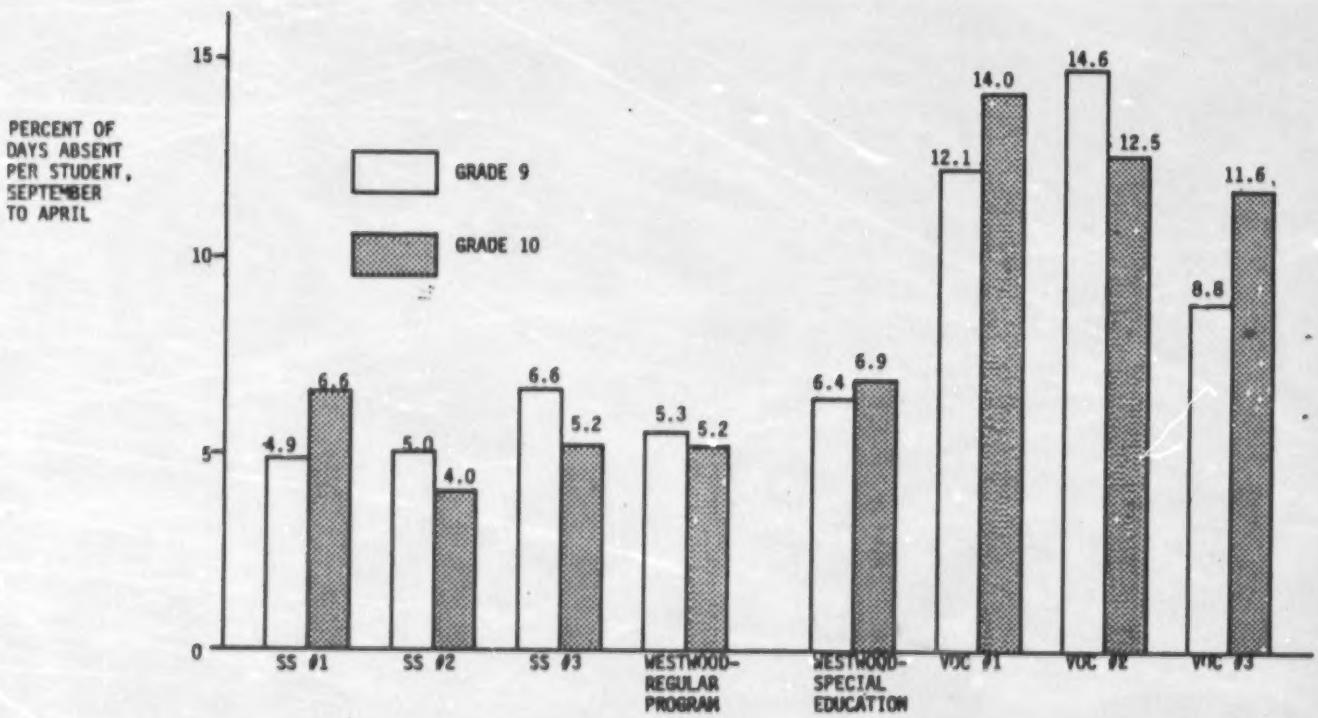
Perhaps more significantly, students had only vague ideas about what was happening in the school. Those in level 5 courses are aware that they will probably have to change schools, a prospect which does not fill them with enthusiasm. As one student put it, "All the smart kids will be going to Morning Star." A number of students expressed the view that Westwood is becoming a vocational or a trade school.

ATTENDANCE

Absenteeism rates at Westwood were compared with similar rates at six other Peel schools. For each school, results are based on the attendance cards of a random sample of 50 students in each of grades 9 and 10 for the period September, 1981 to April 30, 1982. The results are in Figure 14.

FIGURE 14

STUDENT ABSENCE RATES IN SELECTED PEEL SCHOOLS

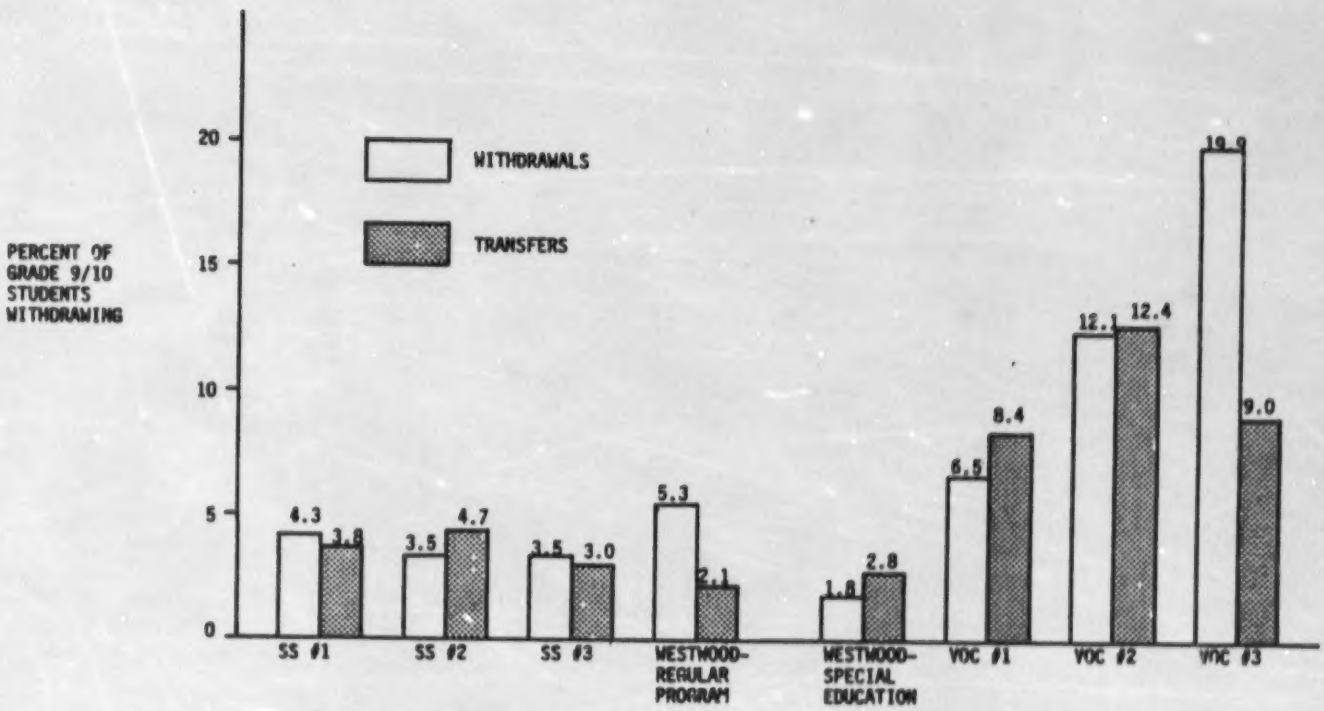


These data indicate that Westwood's absenteeism rate is similar to those of other secondary schools, and considerably lower than those of other vocational schools.

WITHDRAWALS

The number of withdrawals and transfers in grade 9 and 10 at Westwood was compared with similar information from six other Peel secondary schools. The results are shown in Figure 15.

FIGURE 15
STUDENT WITHDRAWAL RATES IN PEEL SCHOOLS



Withdrawal rates at Westwood are somewhat higher than at other secondary schools, but are much lower than those at other vocational schools. Transfer rates at Westwood are lower than those of other secondary schools and considerably lower than those of vocational schools. Nor is employment the apparent reason for the differences. Based on school records, 35% of withdrawals in the vocational schools in this study were related to employment; in the three secondary schools, 42% of withdrawals were employment related.

Parent Survey

To gain a sense of the perspectives of parents about the integrated model, telephone interviews were conducted with seventy parents of Westwood students. The parents were divided among those with children in the regular program, those with children in the vocational program, and those with children in both programs. Several questions were asked concerning various aspects of the integrated model.

1. Course Offerings

   Parents were asked whether they feel that "Westwood offers a good choice of courses for your son or daughter". Eighty-seven percent (87%) responded positively to this item, with responses equally positive among all three groups of parents.

2. Individualization

   Parents were asked whether "the school is genuinely interested in your son or daughter". Seventy-six percent (76%) responded positively, while an additional 13% did not know. There were no major differences in opinion among the three groups of parents.

3. Career Preparation.

   Parents were asked whether "the school does a good job of preparing your son or daughter for a job or a career". Sixty-eight percent (68%) responded positively, while 17% did not know. Parents whose children were in the regular program were slightly less positive in their responses, with 23% giving negative responses.

4. Information

   Parents were asked whether they "get enough information from the school about what your son or daughter is doing". Seventy percent (70%) were satisfied, while 30% were not satisfied. Several parents indicated that they were not advised early enough that their child was having difficulties - particularly in cases of non-attendance. In general it would appear that parents would be happy to receive more information about their children from the school. There were no differences in responses to this question among the three groups of parents.

5. Integration

   Parents were asked how well they think their "son or daughter gets along with other students at the school". Seventy-seven percent (77%) responded positively to this question, while an additional 18% did not know. Three parents (5%) expressed concerns in this area. Parents of students in vocational programs were somewhat more positive in their responses than were parents of students in regular programs.

6. General Comments

Parents were asked for any other comments they might have about the school. The largest number of such comments, made by 22 parents, indicated that they were pleased with the school. Less positive comments fell into two groups - a number of parents (15%) expressed the need for stricter discipline at the school, especially in regard to attendance. A smaller number (10%) indicated concerns about problems in the school such as theft, drugs, and violence. Two parents voiced concerns about Westwood becoming a vocational school.

The results of questions 1 to 5 are summarized in Table 12.

TABLE 12

PARENT SURVEY, PERCENTAGE OF POSITIVE RESPONSES

Question	Vocational Program Parents(N=19)	Regular Program Parents(N=34)	Both Programs Parents(N=17)	All Parents(N=70)
Course Offerings	89%	82%	94%	87%
Individualization	74%	74%	82%	76%
Career Preparation	74%	62%	76%	68%
Information	63%	74%	71%	70%
Integration	95%	76%	59%	77%

These data reveal positive parental attitudes in each of the areas questioned. The question with the lowest positive response, career preparation, must be considered in light of the fact that the students concerned are almost all in grades 9 or 10, where career preparation or orientation is still not as major a focus of the program as it will be in later grades.

SUMMARY

The integrated model has had a major impact on teachers, but does not appear to have reduced staff satisfaction levels in most areas. In general teachers consider the program to be reasonably successful so far (see Figure 12, p.37). However, there are some teachers who have reservations about some or all aspects of the integrated model, especially in the area of student behaviour and school discipline. There are also concerns about the Malton Plan, and the loss of senior and level 5 students. Teachers would welcome improved support for staff in making the necessary changes.

Responses to the student survey questions indicated that students hold some negative attitudes towards the school, although it is not evident that these are a result of the integrated model. Attendance rates and withdrawal rates at Westwood are equal to other secondary schools, and superior to other vocational schools.

Non-teaching staff are generally positive about their own situation, but perceive some problems in the school as a whole.

In general, parents are positive about aspects of the school related to integration.

EVALUATION OF THE INTEGRATED MODEL
WESTWOOD SECONDARY SCHOOL

SUMMARY OF FINDINGS

The evaluation of the first year of the Westwood Secondary School integrated model was designed to answer five evaluation questions as posed by the Committee responsible for the evaluation:

Question 1. To what extent are the special education and regular program students integrated, both academically and socially?

Conclusion: Program integration and social integration of special education and other students at Westwood exists to a high degree. Large numbers of students are taking out-of-level courses, or mixed programs. There are no perceived problems in relationships among students of different levels.

Question 2. Is there an individualized program for each student in the school?

Conclusion: Student course choices are highly individualized. Students also report an adequate range of courses. Students have mixed opinions about the individual attention they receive.

Question 3. Is there an adequate range of course offerings for both special education and regular students?

Conclusion: Westwood's course offerings are equal to or superior to those of other Peel schools.

Question 4. Has the integrated model resulted in more career orientation opportunities for Westwood students?

Conclusion: Career orientation activities have increased at Westwood. However, a comparison with other schools will not be feasible until the senior grade special education students are enrolled at Westwood.

Question 5. How satisfied are students, staff, and parents with the program at Westwood?

Conclusion: Student attitudes at Westwood are not as positive as might be desired, although this does not appear to be a result of the integrated model. Staff members are satisfied with the integrated model. Parents indicate a high degree of satisfaction.

The evidence provides positive answers, with some reservations, to all five evaluation questions. There are many areas of considerable strength and success. However, as might be expected of a new program which is a major change, there are some areas which require further attention and support.

PART III - CONCLUSIONS

This report has provided a considerable amount of data about many aspects of the program at Westwood Secondary School. In this section some major conclusions are drawn from these data.

The conclusions are aimed at the two audiences for whom the report is designed - the staff and administration at Westwood, and the Board as a whole. In addition, the data and discussion in this report will probably be relevant to decisions about future vocational programs in Peel.

Two general comments about the change at Westwood can be made. Any major change means more work, and this is so at Westwood. It can be expected that some of the concerns about the impact of the model will disappear as what is now new and different gradually becomes routine and established. Secondly, any change brings opposition, and this, too, is true at Westwood. Some staff members and students simply do not like the integrated model. While every effort should be made to respond to staff and student concerns, no school program will every satisfy everybody; there will always be some negative opinion.

Integration As A Model

The report indicates that many of the major aspects of the integrated model have been implemented successfully at Westwood. Students have a program available which is comparable with those in other secondary and vocational schools, but with the added advantage of the ability to take courses at several levels. Students at various levels seem to get along well in the school. There is considerable evidence of individualized programming. There are, with some reservations, reasonable degrees of satisfaction with the model among staff and students. Integration seems to be working well at Westwood.

At the same time, it is clear that integration brings with it a special set of problems, many of which will be discussed in the following pages. Furthermore, any integrated program must take careful account of the specific needs and situation of a given area and school population. Much can be learned from the Westwood experience, but much would also be different in another setting.

One of the peculiarities of the Westwood model is that integration is simultaneous with the larger "Malton Plan", involving the move of grade 13 students to Morning Star. Many level 5 students will likely transfer to Morning Star in grade 9 or 10. This would mean that Westwood would be mainly a level 3 and level 4 school, and thus not truly integrated in the full sense of the term.

Many teachers and department heads raised the possible truncation of the student body as a source of concern, whether because some teachers look forward to teaching senior level 5 students, or because some departments would be adversely affected, or because it would create problems of leadership in the school, or because there would be fewer positive peer role models for students, or for a number of other reasons. In addition, there is a perception among many students that Westwood is becoming a "trade school", and that bright students should avoid it. Such a perception would exacerbate the problem of maintaining an integrated student body. It is desirable to attempt to maintain a level 5 program, and also to keep senior students at the school where possible.

Program Development

Evidence indicates that Westwood has done a very good job of providing a strong program for a diverse group of students. However, there is a need to provide assistance to the staff as they move towards more and more level 2 and 3 courses. This is not simply a matter of new curricula, but of changes in teaching methods, of different materials - of a different instructional program. This is a shift about which many teachers appear to be at least somewhat apprehensive, as well. Efforts should therefore continue to be made to provide supports to the school in program development over the next two or three years. Consideration needs to be given to the specific needs of each department within the school, some of which have much more major adjustments to make than others. Resources for program development could be drawn from within Peel or from other jurisdictions as appropriate. Similarly, the resources of the Special Services Department should continue to be employed to assist Westwood staff in working with a large group of special education students.

Integration

The achievement of a multi-level program which is open to all students according to their ability is a strength of the program at Westwood. Academic integration is quite substantial, especially for the first year of the program. At the same time, students from various levels seem to get along well together, with no apparent friction. These are important achievements.

An effectively integrated program, however, demands careful thought about the range of courses which will be offered in each subject area in terms of which course might reasonably be taken by out-of-level students. While it should always be the case that any course should be available to any student with the requisite interest and ability, the school could assist further integration if each department set forth a program model for all grades, including the range of courses which would be offered.

The same need arises in the area of career orientation activities. It is important to have a range of such activities as part of a co-ordinated program for the school as a whole. Which students in which grades are to be involved in which activities? A plan for the full model should be developed.

Staffing

The majority of the staff at Westwood indicates considerable commitment to the integrated model, and many of those who are sceptical are still doing their best to make the program work. However, there are a number of staff members who simply do not believe in the concept and who are very unhappy at the school. Not all staff members can be given the assignments which they would most prefer. However, because Westwood is engaged in a dramatic and challenging change, it is important to have as much staff support and commitment as possible. This will mean continuing to encourage some staff to transfer to other schools.

Legislation requires all Westwood staff who teach basic or modified courses to obtain special education qualifications by 1985. The necessary courses should continue to be offered at or near Westwood to accommodate this process.

Because the move to integration is so very major, it is important to continue to provide ongoing and meaningful staff development opportunities in such areas as program development, teaching methods, student relations, and so on. It is clear that not all teachers are as yet familiar or comfortable with the various aspects of integration.

Student Attitudes

The student survey and the accompanying group discussions revealed that many students hold negative perceptions about Westwood. These perceptions are not necessarily related to integration. The Malton Plan, changes in school disciplinary practices, and the general feeling of older adolescents about school seem to be at least as important in determining students' attitudes at Westwood.

The absence of grade 13 students will also have an impact on student affairs in the school. It will be necessary for students in other grades and levels to take on leadership positions.

Finally, students should be informed of the results of the student survey and of relevant portions of this report.

Ongoing Review And Evaluation.

As have been noted several times, the Westwood integrated model is just beginning it second year of operation. The full complement of special education students will not be in the school until 1983-84, and it will likely be a year or two after that before there is a sense of comfort with the program as a whole.

During this developmental phase it is especially important that there be regular review of the model so that concerns can be identified and dealt with as they emerge. Because this is a new model in Peel it essential to respond to contingencies which were not foreseen in the planning process. Several such concerns have been identified in this report, which could serve as the starting point for further planning. The results of the study should be made available to Westwood staff to promote such discussion.

To assist in this process it will be useful to replicate some parts of this study in the next two years. Readministering the staff and student surveys, for example, would provide useful information to the school on changing perceptions of the integrated model over time.

PART IV - DATA COLLECTION COMPONENTS AND PROCEDURES

The study was designed to provide as much useful evidence as possible on each of the evaluation questions. Much of this evidence comes from the opinions of students, staff (both teaching and non-teaching), and parents. However, people's feelings, although they are important, are not necessarily the whole truth. Thus to the greatest extent possible, the surveys and opinions were supplemented by more objective evidence from various sorts of school records. An attempt was made to provide a mix of kinds of evidence on each of the evaluation questions. Where possible, and appropriate, the situation at Westwood was compared with other Peel schools. The study design called for twelve data collection components to be included:

1. Staff survey - teachers
2. Staff survey - non-teachers
3. Parent survey - telephone interviews
4. Student survey
5. Interviews with department heads
6. Discussions with groups of students
7. Review of range of course offerings
8. Review of course integration
9. Review of extracurricular integration
10. Review of timetable individualization
11. Review of career orientation opportunities
12. Review of attendance, attrition and suspensions

In addition to these, data on students' June marks was also obtained and analyzed.

The staff at Westwood and at the comparison schools were uniformly helpful in obtaining the necessary data. However, as was noted in Part III of this report, the information base in Peel is very weak in many areas, making it difficult or time-consuming - and in some cases impossible - to obtain information which would have been valuable in assessing the model at Westwood.

Staff Survey

A questionnaire was developed to measure staff opinions about the integrated model. The issues for the questionnaire was developed by the Evaluation Planning Committee. The draft questionnaire was then pilot tested and altered appropriately. Twenty-eight questions were asked, covering such areas as program and extracurricular integration, adequacy of courses and facilities, and the impact of the new model on various aspects of teachers' work. Many of the questions provided opportunity for respondents to write additional responses.

The questionnaire was distributed to staff and was returned by them, anonymously, to the Peel Research Unit through the school office. A total of 98 members of the teaching staff returned the completed form. Table 13 provides some information on the respondents.

TABLE 13

STAFF SURVEY - CHARACTERISTICS OF RESPONDENTS

Total respondents		98
Teaching grade 9 or 10		87%
Major teaching area	- business or tech	25%
	- other classroom	59%
	- other staff	13%
Courses taught at level 2/3	- none	44%
	one	20%
	two or three	29%
	four or more	7%
Taught at Westwood in 1980-81		72%

Survey Of Non-teaching Staff

Because non-teaching staff in a school often have a unique perception of the school, all non-teaching (custodians, cafeteria staff, etc.) were asked to complete a brief questionnaire. The questionnaire contained 12 questions asking opinions in three areas:

- student relations in the school
- changes in workload
- general satisfaction

Fourteen staff members completed this questionnaire, and returned it annonymously to the Research Unit through the school office.

Parent Survey

In order to assess the opinions of parents about the school, a brief parent survey form was developed. This survey consisten of five questions. Three groups of parents were selected - those with children in special education programs only, those with children in regular programs only, and those with children in both programs. The names of parents in the first two groups were randomly selected; those in the third group comprise the total population of such parents in the school.

All parents selected received a personal letter from the principal of the school informing them that the survey would take place, and requesting their co-operation. The interviewing was done by telephone during July, 1982. Information about the sample and the response rates is provided in Table 14.

TABLE 14

PARENT SURVEY - SAMPLE AND RESPONSE RATES

	Number in Sample	Number Contacted	Parent Contacted
Special education parents	35	19	54%
Regular program parents	53	34	64%
Both program parents	19	17	89%

Student Survey

To assess various aspects of student opinion about the school, a 19 item, True - False survey was designed. The items on the survey assessed student attitudes in four areas:

- individualized program and attention
- range of course offerings; including career education
- student relationship and integration
- general attitude to the school

The survey was administered without teachers being present by Research Unit staff to students in all English classes in grades 9 and 10, and to four classes in each of grades 11 and grade 12. Response is shown in Table

TABLE 15

STUDENT SURVEY - CHARACTERISTICS OF RESPONDENTS

	Special Education			Regular Program			
	Male	Female	Total	Male	Female	Total	TOTAL
Grade 9	71	39	110	117	93	210	320
Grade 10	36	19	55	140	123	263	318
Grade 11	2	5	7	47	58	95	107
Grade 12	-	-	-	37	33	70	70
TOTAL	109	63	172	341	302	643	815

Interviews With Department Heads

To supplement the information contained in the staff survey, all department heads were interviewed in person at the school. Interviews covered the same ground as the survey form, but allowed the respondents to respond in more detail. Interviews also focused on the impact of the integrated model on departments, rather than on individual staff members. They provided information which supplemented the staff survey. Sixteen department heads were interviewed, with the average interview lasting somewhat less than half an hour.

Group Discussion With Students

To supplement the student survey, group discussions were conducted with a number of classes. These discussions were held immediately after the administration of the survey to ensure that those issues were foremost in the students' minds at the time. The Research Unit staff conducted the discussions; teachers were not present. Students were asked to comment on a number of the dimensions addressed in the survey - individualization, course choice, career education, student relationships, and general feelings about the school. Six classes were involved in these discussions; one each of English 131, 141, 151, 231, 241, 251. The discussions lasted between fifteen minutes and half an hour per class, depending on the students' responsiveness. In general students were eager to voice opinions; many students asked why the discussions were being held, and what would be done with the results.

Review Of Course Offerings

To investigate the range of the program at Westwood in comparison with other shcools, the course choice booklets of Westwood was examined and compared with six other secondary schools - three vocational and three non-vocational schools. The number of courses offered in each subject at each level and in various technical areas was calculated for each school. It should be noted that this task is made considerably more complicated because there is no uniform system of course codes or descriptions, so that the names of courses, their organization into departments, and even the structure of departments, may vary from school to school. Also, it must be noted that the courses described in a school's booklet may not be the same as the courses actually offered in the following year once students' preferences have been taken into account.

Review Of Course Integration

To assess the actual level of integration of courses, it was necessary to review the course selection patterns of students. The timetables of all special education students in grades 9 and 10, and a random sample of other students in those grades, were reviewed. All out-of-level courses were noted, so that a profile could be constructed of the number of students at various levels taking courses at other levels. The sample sizes for this comparison were:

Grade 9	- special education	142 students
	- regular program	86 students
Grade 10	- special education	52 students
	- regular program	97 students

Review Of Extracurricular Integration

An additional indicator of extracurricular integration was derived from the examination of lists of students participating in a number of extracurricular activities, and the calculation of the proportion of students in each activity who were special education students. These lists were supplied by the school for school teams, dramas, musicals, student council, honour roll and perfect attendance.

Review Of Timetable Individualization

To examine the extent to which each student had an individual program, the timetables of students in four homeforms - two grade 9 and two grade 10 forms were examined. The course selections of students in each homeform were then reviewed to determine the degree of uniformity among all students in a homeform. Two-third of the timetables in each homeform were examined in this way, for a total of 61 timetables, of which 25 were those of special education students.

Career Orientation Opportunities

To assess career orientation opportunities, data were collected on the number of students in programs such as co-operative education and work experience. These data were supplied by staff in the Special Services Department of the Board from information supplied by the schools. However, the information is not broken down by grade and program of students, so that comparisons across schools are very difficult to make. Information about other aspects of career orientation, such as number of students seeing counsellors, or numbers of students in informal work experience settings, proved impossible to gather. Schools are engaged in a wide variety of such activities, and keep few records about them.

Review Of Attendance And Attrition

As another piece of evidence concerning student satisfaction with school, Westwood was compared with six other Peel schools - three vocational and three academic - in terms of the number of "demits" (withdrawals from school), and the absenteeism rate. The three secondary schools were similar in size to Westwood. Information on withdrawals was calculated from monthly school attendance reports. Data on attendance were derived from a random sampling of Ministry attendance cards at Westwood and the six other schools. Fifty cards in each of grades 9 and 10 were examined in each of the schools, and the total number of days absent was recorded. All of the data noted above covered the period September, 1981, to April, 1982, inclusive.